hmoob

Hmong

Language Guide

July 2015
Hmong 1.2
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Hmong
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

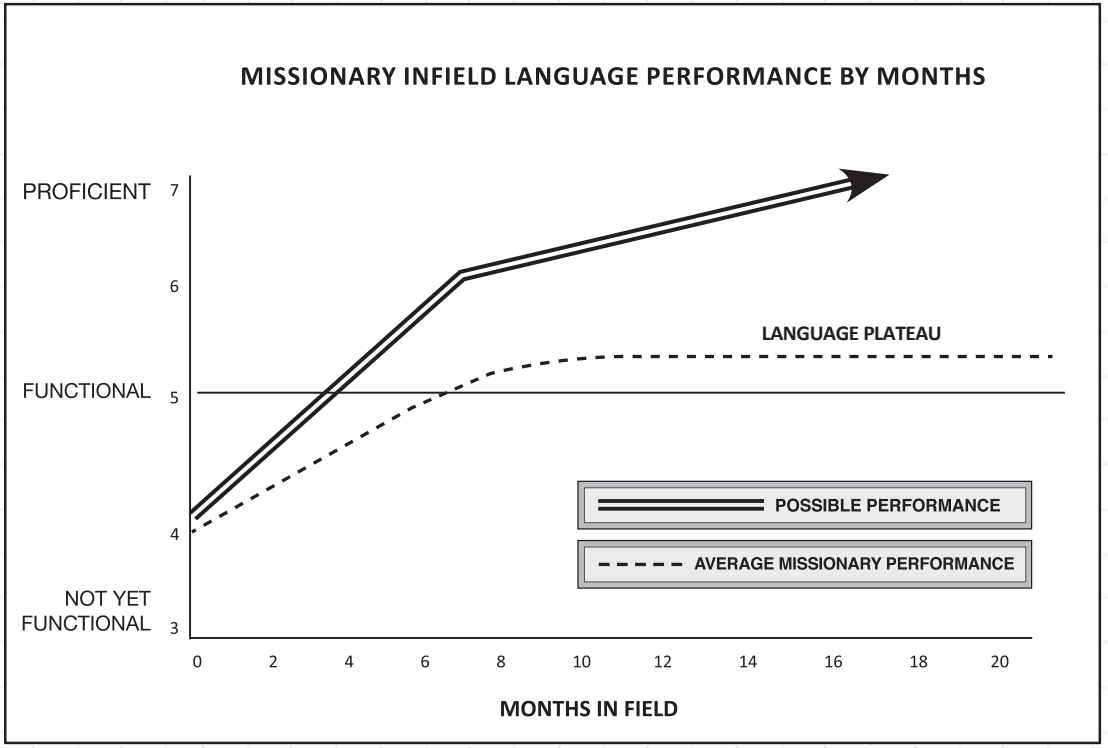
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



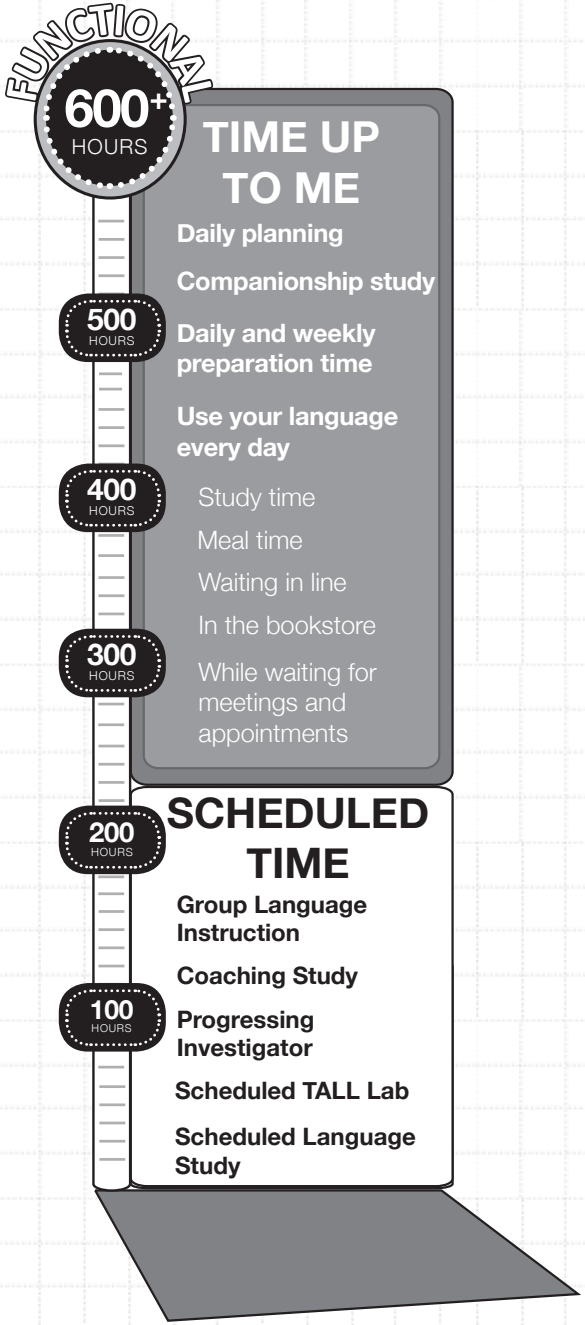
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

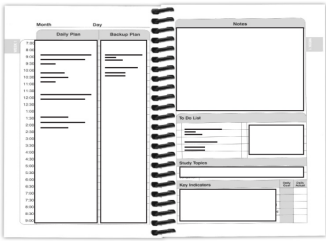
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month January Day 15 Tuesday

WEEK 3

	Daily Plan	Backup Plan
7:00	Breakfast/add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary Sr.	Error correction & suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class ~ Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		Use what I studied
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional Study	Comp. language quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

Notes

New Words
Molitva
Bog
Vjera

WEEK 3

To Do List

- Correct 20+ errors
- Memorize: 1 scripture, 15 words, & 6 phrases

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

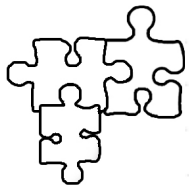
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

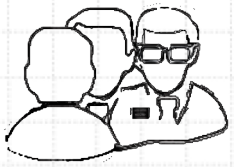


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

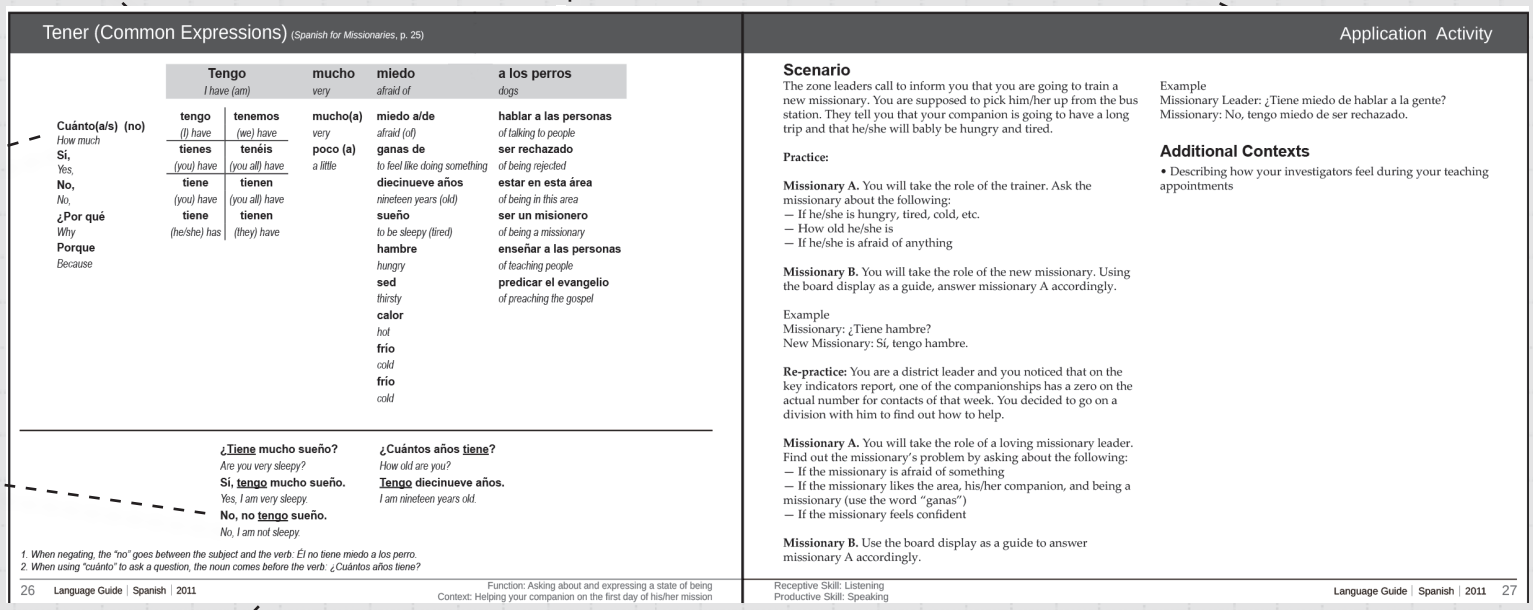
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

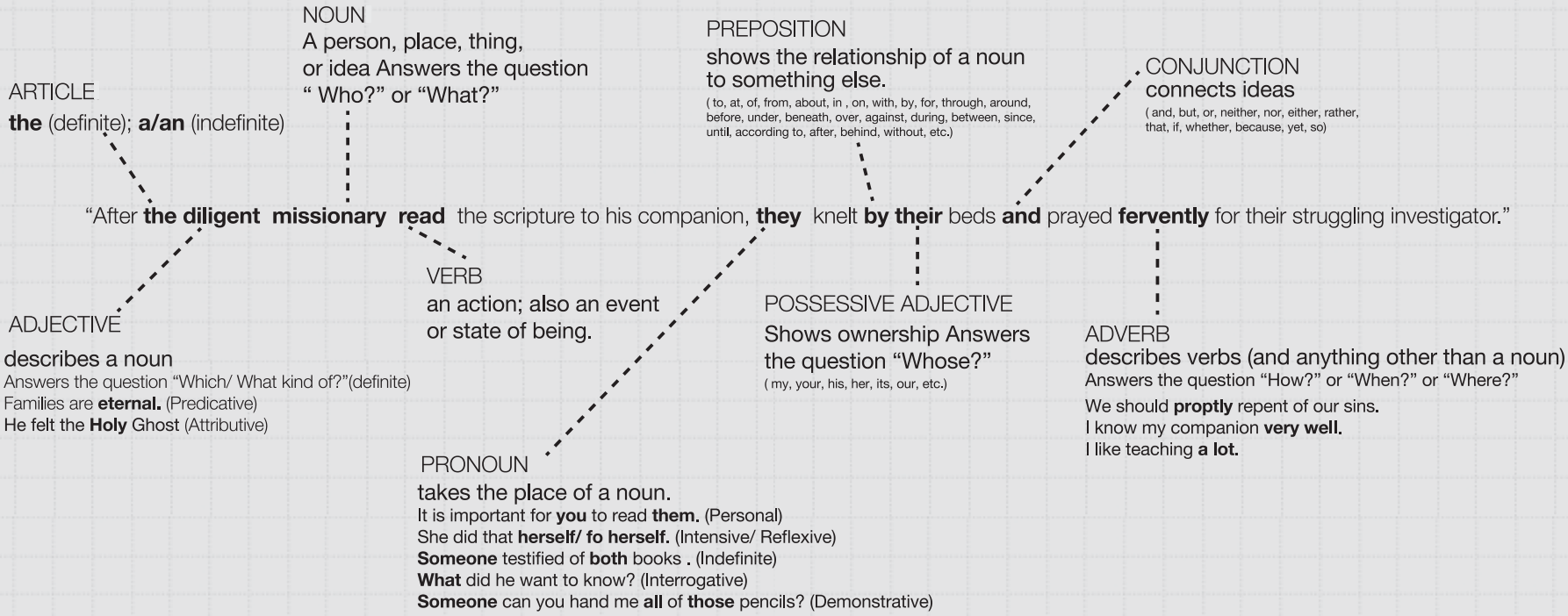
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Pronunciation Guide

The following pronunciation guide is reference to help you learn how to make the Hmong sounds. However, this guide is approximate. Many sounds in Hmong are not exactly equal to sounds we make in English. That being said, this guide can be very useful when first learning the sounds but get in the habit of improving your pronunciation based on what you hear. The best way to improve your accent is to mimic native speakers.

Vowels

Simple Vowels:

a	Apple (very nasalized)
e	May
i	Key
o	Saw
u	Blue
w	mix between Good and Kid

Diphthongs:

ai	Eye
au	1. Plow ; 2. Toe (less common)
aw	Uh + Hmong "w" (no pause in between)
ia	Maria
ua	Kalua Pork

Nasalized Vowels:

ee	Sang
oo	Long
ww	Hmong "w" + "ng" ending (rarely used)

Tones

It is important to note that the Hmong tones should always be pronounced in your relative range. For example, a female pronouncing a high tone will be at a much higher pitch than a male's high tone pitch. The mid tone (-) should be your monotone speaking pitch and the other tones will be in relation to that.

b	high	cim siab
-	mid	cim ua
s	low	cim mus
m	glottal stop	cim niam
v	rising	cim kuv
d	rising emphatic	cim tod
j	falling	cim ntuj
g	falling breathy	cim neeg

Names of the tones

Consonants

Base Consonants:

c	Similar to English "j" with a very slight "y" at the end. The middle of the tongue is pressed against the roof of the mouth and flicked forward while causing the vocal chords to vibrate, like you do when humming. Careful not to make the sound from your jaw like the "j" in the English word "jaw".
d	Glottal stop, then an English "d" (tip of tongue flicks down from roof)
f	Food
h	Hey
k	Game
l	Love
m	Mother
n	Noah
ny	Virginia
p	Puppy
pl	Splice
q	Similar to English "g" but made as far back in the throat as possible
r	Draw (the "r" is subtle and lips are unrounded)
s	Shoot
t	Duet (but with tongue against back of the upper teeth)
ts	Joke
tx	Pads
v	Volcano
x	Sauce
xy	The sides of the tongue are up against the upper teeth while the tip rests against the back of the bottom teeth. Air is passed through in this position with an added "y" sound at the end.
y	Yosemite
z	Azure

H + Base Consonant:

hl	pronounce "hello" without the "e"
hm	blow air through nose, then the "m" sound
hml	blow air through nose, then the "ml" sound
hn	blow air through nose, then the "n" sound
hny	blow air through nose, then the "ny" sound

Base Consonant + H (Aspirated Consonants):
Aspiration is when you let air flow out of your mouth while making a sound. We do this in English such as the difference between "joke" and "choke" or "bye" and "pie". The following are the base consonants that are aspirated.

ch	similar to English "ch" with slight "y" and the end (see explanation of "c" consonant)
dh	Glottal stop, then an English "t"
kh	Cow
ph	Puppy
plh	Plow
qh	Similar to English "k" but made as far back in the throat as possible
rh	Trolley (the "r" is subtle and lips are unrounded)
th	Tone (but with tongue against the back of the upper teeth)
tsh	Chop
txh	Cats

N + Base/Aspirated Consonant:
A nasalized "n" sound is made before the consonants.

nc	nk	nq	nr	nt	nts	ntx
nch	nkh	nqh	nrh	nth	ntsh	ntxh

Altered N + Base/Aspirated Consonant:
This "n" is actually an "m" sound. The "ml" consonant is typically written to portray this although you may encounter the alternate "nl" spelling in some literature. The rest of the consonants listed are spelled using the letter "n".

ml	np	nph	npl	nplh

Symbols Used in Board Displays

Question Word—Words identified in these boxes ask a question. It should be noted that only *one* question word can be used in a sentence, even though multiple question words exist in one display. If you want to just say a statement, skip over these question words.

Focused Grammar—Most of the time, the key words in the board display will be found within these boxes. These are what you need to focus on in the displays. However, do not just learn the words in the boxes; learn the surrounding grammar.

( ) **Optional**—Words found in parentheses are optional.

..... **Split**—Some displays will have a split line in certain columns, meaning that you should say either something above or below the line, but not both.

pais^{L} **Superscript**— The Hmong commonly borrow words from languages of nearby countries, such as Laotian, Thai, Chinese, and English. It is important to learn the words the Hmong people use, which often means being familiar with both the Hmong word and the borrowed word. In this book, a superscript of the first initial of the language will follow a borrowed word to help you learn the distinctions (e.g. the "L" in "pais^{L}" stands for Laotian). The words presented in this book are the words you will likely hear spoken the most.

Review

Memorize the following vocabulary from today's in-class instruction:

Nouns

kuv	*me, I*
koj	*you*
nws	*he, she, it*
wb / peb	*us (2) / us (3+)*
neb / nej	*you (2) / you (3+)*
tus tub txib	*missionary*
Es daws	*Elder*
tus khub	*companion*
lub npe	*name*
cov uas sawv cev	*representatives*
kev ntseeg	*beliefs*

Verbs

ua tub txib	*to serve (to be a missionary)*
tuaj ... tuaj	*to come from ....*
yog	*to be (is, are, am)*
mus	*to go*
hu ua	*to be called*
yuav	*will (helping verb)*
tsis yog	*to not be (is not, am not)*
piav txog	*to describe*

Adjectives

noj qab nyob zoo	*eating, living well*
zoo	*good, well*

Question Words

li cas	*how*
puas	*(question- yes/no?)*
qhov twg	*where*
leej twg	*who*
dab tsi	*what*

Other Common Phrases

aws	*yes*
tsis yog	*no*
sib ntsib dua	*goodbye*
thov txim	*excuse me, sorry*
zoo siab ntsib koj	*nice to meet you*
ua tsaug	*thank you*
yog lawm	*correct! / that's right!*
tsis ua li cas	*no problem (you're welcome)*

Places

Miskas Teb	*America / U.S.A*
Thaib Teb	*Thailand*
Nplog Teb	*Laos*
Suav Teb	*China*
lub xeev California	*California*
lub xeev Minnesota	*Minnesota*
lub xeev Wisconsin	*Wisconsin*
lub xeev Utah	*Utah*
lub zos Fresno	*Fresno*
lub zos Sacramento	*Sacramento*
lub zos Roseville	*Roseville*
lub zos Minneapolis	*Minneapolis*
lub zos Milwaukee	*Milwaukee*

Practice:

Introduce yourself in Hmong today to the missionaries who are in your district.

Greeting
Nyob zoo! *Hello!*
Koj nyob li cas? *How are you doing?* Kuv nyob zoo. Koj ne? *I am doing well. And you?*

Subject	lub npe	Verb Phrase
Koj *You*	lub npe *name*	hu li cas? *is called what?*
Kuv *I*		hu ua _____. *is called (Your name)*

Subject	yog	Object	?
Koj *you* Kuv *I* Nws *He, She* Wb, Peb *We (2), We (3)* Nkawd, Lawv *They (2), They (3)*	yog *is/am/are*	leej twg? *who*	
		Es Daws_____. *Elder _____.* kuv tus khub *my companion* ib tug tub txib *a missionary* tus neeg kawm txoj moo zoo *an investigator* cov uas sawv cev rau Yexus *representatives of Jesus*	lov?

Subject	tuaj	Location	tuaj
Koj *You* Kuv *I* Nws *He, She* Kuv tus khub *My companion*	tuaj *come from*	qhov twg *where*	tuaj? *(come)*
		Miskas Teb *U.S.A.* lub xeev Utah *Utah* lub xeev California *California* lub zos Fresno *Fresno*	tuaj *(come)*

Subject	Verb Phrase	your	Object
Koj puas kam *Will you*	qhia peb txog *tell us about* piav txog *describe*	koj *your*	tus kheej *self* tsev neeg *family* kev ntseeg *beliefs*

Subject	muaj	Quantifier	Object
Koj *You* Kuv *I*	muaj *to have*	pes tsawg *how many?*	tus me nyuam *child* tus tij laug *older brother* tus kwv *younger brother* tus muam *sister*
		ib *one* ob *two* peb *three* ntau *a lot*	
	tsis muaj *don't have*		

Preparation

Required:

Memorize the following vocabulary to prepare for in-class instruction:

Nouns

tub txib	*missionary*
Vajtswv	*God*
Leej Txiv Saum Ntuj Ceeb Tsheej	*Heavenly Father*
Yexus Khetos	*Jesus Christ*
Leej Tub	*Son (royal)*
txoj moo zoo	*gospel*
Yexus Khetos txoj moo zoo	*gospel of Jesus Christ*
lub neej no	*this life*
Yauxej Xamiv	*Joseph Smith*
Phau Ntawv Maumoos	*Book of Mormon*
cov me nyuam	*children*
tus yaj saub	*prophet*
cov lus	*words*
txoj lus	*word*

Verbs

yog	*to be (is/am/are)*
qhia	*to teach*
hlub	*to love*
xav	*to want*
kom	*to cause*
pab	*to help*
coj	*to lead / direct*
mloog	*to obey*

Question Words

puas	*(question - yes/no?)*
dab tsi	*what*
leej twg	*who*

Practice:

Share with your companion 5 sentences that you can use at the beginning of your appointment with your progressing investigator tomorrow.

Subject	yog	Object
Wb *We (2)*	yog *are/am*	cov tub txib *the missionaries*
Kuv *I*		ib tug tub txib *a missionary*

Subject	yog	Object	Noun
Peb *We (3+)*	yog *is/am/are*	Vajtswv *God's*	cov me nyuam *children*
Yexus Khetos *Jesus Christ*		Leej Txiv Saum Ntuj Ceeb Tsheej *Heavenly Father's*	Leej tub *Son*
Phau Ntawv Maumoos *The Book of Mormon*		Yexus Khetos *Jesus Christ's*	txoj lus *word*
Yauxej Xamiv *Joseph Smith*		Vajtswv *God's*	tus yaj saub *prophet*
Wb *We (2)*		Yexus Khetos *Jesus Christ's*	cov tub txib *missionaries*
Vajtswv *God*		leej twg? *who*	
Yexus Khetos txoj moo zoo *Jesus Christ's gospel*		dab tsi? *what*	

Subject	Verb	Object
Yexus Khetos txoj moo zoo *Gospel of Jesus Christ*	yog *is*	Vajtswv txoj lus *God's words*
Cov yaj saub *Prophets*	qhia *teach*	
Leej Txiv Saum Ntuj Ceeb Tsheej *Heavenly Father*	hlub *loves*	Nws cov me nyuam *His children*
	coj *leads / directs*	Nws cov yaj saub *His prophets*

Subject	Verb	(to cause)	Object	Verb	Object
Peb Leej Txiv Saum Ntuj Ceeb Tsheej *Our Heavenly Father*	xav *wants*	kom *to cause*	peb *us*	mloog *obey*	Nws cov lus *His words*
Yexus Khetos txoj moo zoo *Gospel of Jesus Christ*	pab *help*		nej *you (3+)*	kawm txog *learn about*	Vajtswv txoj lus *God's word*

Koj *You*	puas *yes/no?*	xav kawm txog *want to learn about*	Yexus Khetos txoj moo zoo? *gospel of Jesus Christ*
		paub txog *know about*	Vajtswv txoj hau kev? *God's plan*

Preparation (30 min)

Required:

Memorize the following vocabulary to prepare for in-class instruction:

Nouns

Vajtswv	*God*
Leej Txiv Saum Ntuj Ceeb Tsheej	*Heavenly Father*
tsev neeg	*family*
tej koob hmoov	*blessings*
txoj kev hlub	*love*
txoj Kev Theej Txhoj	*Atonement*
txoj moo zoo	*gospel*
tus yaj saub	*prophet*
Tij Laug	*Brother*
Muam	*Sister*
tus nai khu^{L}	*teacher*
cov vaj lug kub	*scriptures*
lub koom txoos	*the Church*
lub cib fim	*opportunity*
tus Vaj Ntsuj Plig Dawb Huv	*The Holy Ghost*
tus yam ntxwv	*example*
lus Hmoob	*Hmong (language)*
pawg ntseeg	*ward / branch*
txoj kev ntseeg	*faith*
zaj lus tim khawv	*testimony*
luag tej	*others*
lub txiaj ntsim txawj hais lwm yam lus	*the gift of tongues*

Verbs

thov	*to plead*
pab	*to help*
hlub	*to love*
ua koj tsaug	*to thank thee*
muaj	*to have*
qhia	*to teach*
kawm	*to learn*
foom koob hmoov	*to bestow blessings*
to taub	*to understand*
hais	*to speak*

Preposition

rau	*for*
ntawm	*from*
hauv	*in*

Bonus:

Review the following vocabulary without looking at previous pages:

Nouns	Verbs	Other
tus tub txib	mus	dab tsi
lub npe	yuav	aws
tus khub	yog	ua tsaug
nws	ua tub txib	sib ntsib dua
Miskas Teb		
wb		

Review

Immediate Review:

Begin praying in Hmong daily. Note words that you don't know, and then learn them in preparation for your next prayer.

A. Address Heavenly Father

Au	Subject
Au *Oh*	Vajtswv, Leej Txiv Saum Ntuj Ceeb Tsheej *Heavenly Father*

B. Give Thanks for and Request Blessings (Generic)

Subject	Verb	Object	Dependent Verb	(Direct) Object
Peb *We (3+)*	ua *do*	koj *Thee*	tsaug rau *thanks for*	peb tej koob hmoov *our blessings*
				cov vaj lug kub *the scriptures*
				Yexus txoj Kev Theej Txhoj *Jesus' Atonement*
	thov *plead (ask)*	koj *Thee*	**Verb**	**(Direct) Object**
			foom koob hmoov rau *bestow blessings to*	Tij Laug/Muam _____ *Brother/Sister _____*
				peb tus yaj saub *our prophet*
				peb tsev neeg *our families*

C. Give Thanks for and Request Blessings (Specific)

Subject	Verb	Object	Dependent Verb	Object	Verb	Object
Kuv *I* Wb *We (2)* Peb *We (3+)*	ua *do*	koj *thee*	tsaug rau *thanks for*	lub cib fim *opportunity*	ua *to be*	tub txib *missionaries*
					qhia *to teach*	txoj moo zoo *the gospel*
					nyob *to be (location)*	hauv lub MTC *in the MTC*
	thov *plead (ask)*	koj *Thee*	**Indep. Verb**	**Object**	**Verb**	**Object**
			pab *to help*	kuv *I*	kawm *to learn*	lus Hmoob *Hmong (language)*
				wb *we (2)*	muaj *to have*	lub txiaj ntsim txawj hais lwm yam lus *the gift of tongues*
				peb *we (3+)*	hlub *to love*	luag tej *others*

D. Close in the name of Jesus Christ

los ntawm Yexus Khetos lub npe, amees.
In the name of Jesus Christ, amen.

Preparation (30 min)

Required:

Memorize the following vocabulary to prepare for in-class instruction:

Verbs

paub	*to know*
hais	*to say*
muaj	*to have (there is)*
ntseeg	*to believe*
nrhiav	*to find*
ris	*to bear*
muaj txoj sia	*has life (lives)*
txais	*to receive*
dim	*to escape*
kov yeej	*to overcome*
ua tau	*can be*
hnov	*to feel*

Nouns

Vajtswv	*God*
Yexus Khetos	*Jesus Christ*
tus Cawm Seej	*the Savior*
tus Tswv	*the Lord*
tus Ntsuj Plig	*the Spirit*
sawv daws	*everyone*
hwj chim	*power*
tej kev mob	*pains*
tej kev sim siab	*trials/challenges*
tej kev txhaum	*sins*
tej nra	*burdens*
txoj kev tuag	*death*
tej kev haub kev ntxias	*tempations*
kev thaj yeeb nyab xeeb	*peace*
kev zam txim	*forgiveness*
txhua yam	*everything*

Prepositions

los ntawm	*through, from*
Vim muaj	*Because there is*

Adjectives

loj tshaj plaws	*biggest*
zoo dua	*better*

Review

Immediate Review:

Write five original sentences that you will use in your testimony next time you teach your progressing investigator. Practice the sentences with your companion, and then repeat until you do not need notes

Sub.	Verb Phrase		Subject	Adjective
Kuv *I* Wb *We (2)*	paub *know* ntseeg *believe*	(hais) tias *(to say) that*	Vajtswv *God* Yexus Khetos *Jesus Christ*	paub txhua yam *knows everything* hlub sawv daws *loves everyone* siab zoo *is kind* muaj hwj chim loj tshaj plaws *is all powerful* muaj txoj sia nyob *lives*
			Verb	**Object**
			muaj *to have (there is)*	ib tug Vajtswv *a God* ib tug yaj saub hnub no *a prophet today*

Subject	tau	Verb	Poss.	Object
Yexus Khetos *Jesus Christ* Tus Tswv *The Lord* Tus Cawm Seej *The Savior*	tau *(past tense)*	hnov *to feel* ris *to bear*	koj *your* kuv *my* peb *our*	tej kev mob *pains* tej kev txhaum *sins* tej nra *burdens*
		kov yeej *to overcome*	txoj kev tuag *death* tej kev haub kev ntxias *temptations*	

Preposition	Object	Subject	HV	Verb	Object
Los ntawm *Through* Vim muaj *Because there is*	txoj Kev Theej Txhoj *the Atonement* txoj kev hloov siab lees txim *repentance* tus Ntsuj Plig *the Spirit* Yexus *Jesus*	koj *you* peb *we* peb sawv daws *all of us* koj tsev neeg *your family*	yuav *will*	ua tau *can be*	neeg zoo dua *better people*
				muaj *to have* nrhiav *to find* txais *to receive*	kev thaj yeeb nyab xeeb *peace* kev zoo siab *happiness* kev zam txim *forgiveness* qhov tseeb *the truth*
				dim *to escape (be free)* kov yeej *to overcome* nyiaj tau *can endure*	txoj kev txhaum *sin* peb tej kev sim siab *our trials*

Extend Invitations

Preparation (30 min)

Required:

Memorize the following vocabulary to prepare for in-class instruction:

Nouns

tshawj	*church*
txoj kev cai raus dej	*baptism*
hnub	*day*
Phau Ntawv Maumoos	*Book of Mormon*
lub pov thawj hwj	*priesthood*
tej lus txib	*commandments*
lub as thiv	*week*
kev thaj yeeb nyab xeeb	*peace*
qhov yog	*the right*
kev haub kev ntxias	*temptation*

Verbs

kam	*to be willing to*
mus	*to go*
tuaj	*to come*
thov Vajtswv	*to pray*
nyeem	*to read*
ua kev cai raus dej	*to be baptized*
npaj	*to prepare*
nyob	*to live*
tau	*to obtain*
zoo siab	*to be happy*
pib	*to begin*

Prepositions of Time

thaum	*when*
tom qab	*after*
ua ntej	*before*

Prepositions

nrog	*with*

Adverbs

niaj hnub	*daily*
ntxiv	*more*
ntau	*much / many*
tiag tiag	*truly*
rau siab	*diligently*

Adjectives

mus ib txhis	*eternal*
zoo heev	*great, very good*
txhua	*every*
kaj siab lug	*joyous, satisfied*

Bonus:

Review the following vocabulary without looking at previous pages:

Nouns

tus Ntsuj Plig
tej lus txib
txoj kev txhaum
txoj kev theej txhoj
txoj kev ntseeg

Verbs

thov
to taub
paub
hais
yog
mloog
ua raws li

Others

tseeb
tseem ceeb
zoo

Review

Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Subject	Question	Verb	Verb		
Koj *You* Nej *You (3+)*	*puas *yes/no question* tsis *no/not*	kam *to be willing*	ua kev cai raus dej *be baptized*		
			Adverb	**Verb + Object**	**Question**
			nrog koj tsev neeg *with your family* niaj hnub *daily* rau siab *diligently* pib *begin to*	thov Vajtswv *pray to God* mus tshawj *go to church* nyeem Phau Ntawv Maumoos *read The Book of Mormon*	*lov? *questions assumptions*

*Either use “puas” or “lov” to ask a question, not both.

When	you	Verb Phrase	Conjunction	you	will	SVO
Thaum *When*	koj *you*	ua kev cai raus dej *are baptized* thov Vajtswv *pray* nyeem Phau Ntawv Maumoos *read Book of Mormon* tuaj tshawj *come to church*	mas *then (emphasis)* ← ces *then (emphasis)* →	koj *you*	yuav *will*	paub tias koj tau xaiv qhov yog *know that you chose the right* tau kev thaj yeeb nyab xeeb *obtain peace* nyob kaj siab lug *live joyously* zoo siab dua *be happier*

Subject	Question	tense	Verb
Koj *You*	puas *yes/no question*	tau *(past tense)*	thov Vajtswv? *pray* mus tshawj? *go to church* nyeem Phau Ntawv Maumoos? *read the Book of Mormon*
Question	**Subject**	**tense**	
Vim li cas *Why?*	nej *you (3+)*	tsis tau *no/not (haven’t)*	

Preparation (30 min)

Required:

1. Think about one of your favorite scriptures. What background is necessary for understanding its significance? How do you relate to this scripture?
2. Memorize the following vocabulary to prepare for in-class instruction:

Nouns

ib tug neeg	*one person*
vaj ntxwv	*king*
cov neeg	*people*
cov lus txib	*commandments*
nqe vaj lug kub	*scripture / verse*
tshooj	*chapter*
nqe	*verse*
cov me nyuam	*children*
kev zam txim rau kev txhaum	*remission of sins*
kev txhaum	*sin*
kev coj	*guidance*
lub neej	*life*
lus teb	*answers*

Verbs

nthuav	*to open (book)*
qhia	*to tell / teach*
ceev	*to keep*
ua	*to do*
mloog lus	*to obey*
ntuas	*to urge, exhort*
nrhiav	*to find*
ntseeg	*to believe*
pib	*to begin / to start*
ua txhaum	*to sin*

Numbers

ib	*one*
ob	*two*
peb	*three*
plaub	*four*
tsib	*five*
rau	*six*
xya	*seven*
kaum	*ten*
kaum ib	*eleven*
nees nkaum	*twenty*

Prepositions

nyob hauv	*in / within*
txog	*to, until*
los ntawm	*from*

Adjectives

no	*this / these*
ntawd	*those*
tseem ceeb	*important*
ntau	*many*

Other

yog	*if*
ces	*then*
li	*like*
ib yam li	*just like*
kuj	*also*
thiab	*as well*
tsam	*lest*

Review

Immediate Review:

Select a scripture you will share with your progressing investigator today. Practice sharing the scripture with two other missionaries in the district using the vocabulary, phrases, and grammar you learned in this task.

Subject	Verb		Book	Chapter	Number	Verse	#	To	Verse	#	?
Peb *We*	nthuav *open*	mus rau *to*	ib Nifais *1st Nephi*	tshooj *chapter*	ib *one*	nqe *verse*	ob *two*	txog *to*	nqe *verse*	tsib *five*	puas tau? *can?*
Koj puas kam *Will you*	nyeem *read*		Amas *Alma*								?

Prepositional phrase		Subject	Verb	Object	Adverb	SVO
Nyob hauv *(location) within*	nqe vaj lug kub no *this scripture*	nws *he* ib tug yaj saub *a prophet*	qhia *tell / teach* ntuas *urge, exhort*	peb *us* nws cov me nyuam *his child(ren)*	txog vim li cas *about the reason (why)*	nws thiaj ntseeg Yexus *he believes in Christ*
					tias *that*	kev ntseeg tseem ceeb *faith is important.*
					tsam *lest*	lawv ua txhaum *they sin*

Ib yam li	Subject	Object	kuj	Verb Object		thiab
Ib yam li *Just like...*	tus yaj saub no *this prophet* cov neeg no *these people*	peb sawv daws *all of us* nws *him / her* koj *you*	kuj *also*	xav pab *want to help*	peb tsev neeg *our family*	thiab *as well*
				muaj *have*	kev sim siab ntau *many hardships*	
				nrhiav tau *can find*	qhov tseeb *the truth*	

Li	Object	yog	SVO			ces	Subj.	HV	Verb	Object
Li *Like*	tus yaj saub no *this prophet* cov neeg no *these people*	yog *If*	koj *you*	ceev *keep*	cov lus txib *commandments*	ces *then*	koj *you*	yuav *will*	tau *obtain*	kev coj *guidance*
				mloog rau *listen to*	tus Ntsuj Plig *Spirit*				txais *receive*	dag zog kom nyiaj tau kev sim siab *strength to endure trials*
				thov Vajtswv tiag tiag *sincerely pray*					muaj *have*	lus teb los ntawm Vajtswv *answers from God*

Preparation (30 min)

Required:

Memorize the following vocabulary to prepare for in-class instruction:

Nouns

xyoo	*year*
lub koom txoos	*Church (organization)*
lub tshawj	*church (general)*
lub hauv caug	*knee*
lub siab	*heart (liver)*
tus Ntsuj Plig	*Spirit*
tus txheej txheem	*pattern*

Verbs

xav	*to wonder / think*
txiav txim siab	*to decide*
txhos caug	*to kneel*
ua hauj lwm	*to work*
xav txog	*to think about (ponder)*
txum tim rov qab los	*to restore*
tshoov	*to stir, to arouse*
hnov	*to feel*
muab	*to take*
txhos caug	*to kneel*
pom	*to see*

Adjectives

zoo heev	*wonderful*
muaj zog	*strong*
twg	*which*
muaj tseeb	*true*

Sequencing Time Phrases

thaum	*when*
tom qab	*after*
ua ntej	*before*
tas	*(indicates completion)*
txij thaum	*since*
thaum ntawd	*at that time*
thaum xub thawj	*at first*

Other

los sis	*or*
kuj	*also*
thiab	*as well (end of phrase)*
tseem	*still*

Review

Immediate Review:

Practice telling two missionaries in your district about the events involved in the Restoration of the gospel. Focus on connecting your sentences in a meaningful way.

Extended Review:

During personal study, think of some experience you have had that strengthened your testimony or taught you a gospel principle, and write it in English in your study journal. During language study, decide how you can use these grammar structures to tell this story to your investigator. Look up any words you don't already know how to say.

Thaum	Subject	Verb	Object		Subject	Tense		SVO
Thaum *When (past)*	Yauxej Xamiv *Jospeh Smith* kuv *I*	muaj *to have* nyob *to be*	kaum plaub xyoo *14 years (age)* hauv high school *in high school*	mas *(pause)*	nws *he* kuv *I*	tau *(past)*	xav seb *wondered (if)*	lub tshawj twg yog lub tshawj tseeb *which church is the true church* Phau Ntawv Maumoos puas muaj tseeb tiag *the Book of Mormon really was true* puas muaj ib tug Vajtswv tiag *there really was a God*

Tom qab	Subject	Tense	Verb	Object	Subject	Tense	SVO
Tom qab *After*	Yauxej Xamiv *Jospeh Smith* kuv *I*	tau *(past tense)*	nyeem *to read* xav txog *to think about*	cov vaj lug kub tas *the scriptures (completion indicator)* Phau Ntawv Maumoos *the Book of Mormon*	nws *he* kuv *I*	tau *(past tense)*	txiav txim siab mus thov Vajtswv *decided to go to pray* txhos caug thiab tau thov Vajtswv *kneeled and prayed to God*

Thaum ntawd thaum	Subject	VO	Subject	Tense	SVO
Thaum ntawd thaum *At that time when*	nws *he* kuv *I*	tseem thov Vajtswv *was (in the process of) praying* thov Vajtswv tas *finished praying*	nws *he* kuv *I*	tau *(past tense)*	pom Vajtswv thiab Yexus *saw God and Jesus Christ* txais ib lo lus teb *received an answer* hnov tus Ntsuj Plig tshoov kuv lub siab *felt the Spirit stir my heart* paub tias Phau Ntawv Maumoos muaj tseeb *knew that the Book of Mormon was true*

	Object	Subject	Tense	Verb	SVO (Phrase)	(as well)
Los ntawm *Through*	tus txheej txheem no *this pattern*	Yauxej Xamiv *Joseph Smith*	tau *(past tense)*	muab *to take*	Yexus Khetos lub koom txoos txum tim rov qab los *Jesus' Church and restored it*	
				paub tias *to know that*	lub tshawj twg yog lub tshawj tseeb *which church is the true church*	
Li *Like*	Yauxej Xamiv *Joseph Smith* kuv *me*	koj *you*	kuj *also*	paub tau tias *can know*	Vajtswv muaj txoj sia nyob *God lives* Phau Ntawv Maumoos muaj tseeb *the Book of Mormon is true*	thiab *as well*

Basic Structure and Yes / No

Kuv			**ntseeg**	**Vajtswv.**	
I			*believe*	*God.*	
kuv	**puas**	**(nyiam)**	**ntseeg**	**Vajtswv**	**lov?**
I	*yes/no?*	*to like*	*to believe*	*God*	*right*
wb	**(tsis)**	**(xav)**		**kev cai qub**	
we (2)	*not*	*to want*		*old culture (Hmong religion)*	
peb			**mus**	**kawm ntawv**	
we (3+)			*to go*	*to study (school)*	
koj			**pais**	**tshawj**	
you (1)			*to go*	*church*	
neb			**hais**	**lus Hmoob**	
you (2)			*to speak*	*Hmong language*	
nej			**paub**	**lus Miskas**	
you (3+)			*to know*	*English language*	
			to taub	**lus Nplog**	
			to understand	*Lao language*	

Responses to puas and lov:	**(aws)** *affirmative particle*	**ntseeg** *to believe*	**mas** *affirmative particle*
	tsis *not*	**ntseeg** *to believe*	

Koj puas mus tshawj?
Do you go to church?
Mus mas.
Go.
Tsis mus.
Not go.

Nej hais lus Hmoob lov?
You all speak Hmong, right?
Aws, hais lus Hmoob mas.
Yes, speak Hmong.
Aws.
Uh-huh.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Getting to know someone's beliefs and interests

Scenario

It is your first day out in the mission field and your trainer wants to take you contacting. You show up to a park where a bunch of old men are playing the top-spin game tub luj. You notice some people are sitting on a bench waiting for their turn.

1. Practice: Introduce yourself and find out as much as possible about the people in the park. Some ideas may include finding out their basic beliefs and if they go to church, school, or work. Consider asking if they like or want to do those things. Also, you may see what languages they speak so you can write some notes about the potential investigators in your planner (under the potential investigator section). Find out anything else you want to know.

Additional Scenario(s)

You are visiting a less-active member, Mim Yaj. She tells you about her teenage sons and how stressed she is about them. Her sons don't listen to her and like to ignore other family members. She calls them to come out onto the couch because she wants you to talk with them and help them be good sons.

1. Practice: Establish a relationship with the teenagers. Find out some of their interests to try and build trust with them. Then share your testimony with them to help strengthen their faith.

02. Conceptual Practice: To Be and Predicative Adjectives

In English, the "to be" verbs take on many forms depending on the tense including "is, am, are, was, were, being, been". To the right are the three Hmong "to be" verbs and their differences, along with the other ways Hmong omit a "to be" verb when English uses them.

Practice deciding which of the Hmong "to be" verbs would be used for the following English sentences. Be willing to internalize how the Hmong use the "to be" verbs so you can start thinking like the Hmong!

Hmong	Definition	Example Sentence
yog	factual, permanent	I am American; I am God's son.
nyob	location;	I am here;
ua	role one does; emotion	I am a missionary; He was patient
---	indefinite adjectives	I am tall; This is important.
---	helping verb	I am reading; We are teaching.

God is in heaven.
We are God's children.
They were praying.
How are you?
I am good.
I am a missionary.
I was a missionary in Fresno.
He is tall.
I was teaching the gospel.
That is a tiger.
I am playing basketball.
Jesus is our Savior.
Nephi is my hero.
The gospel is wonderful.
My companion is a good example.
We were at church.
My companion was being impatient.
Faith is important.
He is deceiving me.
The gospel is true.
Where are you?

I am a teacher.
We were at the store.
They were riding a bike.
She is home.
That was 9th East
Were those missionaries outside?
The gospel is the way to heaven.
Are you a teacher?
Were you a teacher?
I am studying scriptures.
I am right here.
That family is big!
I am Hmong.
The store is in Provo.
He is sad.
He is a sad person.
Was that Vang Pao?
Missionary work is important.
Missionary work is an important work.
Is that a tiger?
I am embarrassed.

He is my friend.
What is that?
Where is that?
I am American.
This is special.
God is my Father.
Joseph Smith is a prophet.

To Be and Predicative Adjectives

Kuv		**yog**	**Hmoob.**	
I		*am*	*Hmong.*	
kuv	**puas**	**yog**	**leej twg?**	**lov?**
I	*yes/no?*	*to be (factual)*	*who?*	*right?*
wb	**(tsis)**		**peb Leej Txiv Saum Ntuj**	
we (2)	*not*		*our Father in Heaven*	
peb			**Vajtswv cov me nyuam**	
we (3+)			*God's children*	
koj		**nyob**	**qhov twg?**	
you (1)		*to be (location)*	*where?*	
neb			**hauv ntiaj teb**	
you (2)			*on earth*	
nej			**saum ntuj**	
you (3+)			*up in heaven*	
nws		**ua**	**tub txib**	
he/she/it		*to be, to do (a role)*	*messenger (male)*	
Vajtswv			**siab ntev**	
God			*patient*	
koj tsev neeg			**tseem ceeb**	
your family			*important*	
			tshwj xeeb	
			special	

Koj puas yog Hmoob?
Are you Hmong?
Kuv yog Hmoob mas.
I am Hmong.
Kuv tsis yog Hmoob.
I am not Hmong.

Vajtswv nyob qhov twg?
Where is God?
Nws nyob saum ntuj.
He is in heaven.

Function: Asking about and expressing a state of being
Context: Teaching about God and families

Scenario

Tsheej Tsab recently came from a refugee camp in Thailand. He understands little about God and has heard only a few things about Christianity since coming here to America. He has the fortunate opportunity of meeting you on the street and has some questions he wants to ask you about God.

1. Practice: Meet Tsheej Tsab and answer any questions he may have about God, such as who he is and where he lives. In addition, teach simply the role of families in God's plan.

Additional Scenario(s)

You and your companion are contacting in a neighborhood and spot a house across the street with shoes outside on the porch, a Toyota Previa in the driveway, and spirit paper above the front door. Being fairly confident it's a Hmong house, you go over and ring the doorbell.

1. Practice: Introduce yourself and explain who you are. Bear a simple testimony about who God is and the importance of families.

05. Conceptual Practice: Classifiers and Pluralizers

In English, we use the articles "a, an, the" to describe nouns along with other classifier words such as "a sheet of paper", "a pair of shoes", or "a stick of butter". Hmong has a similar system to convey these same ideas although it is much more elaborate than what English uses. It is important to always learn the classifier with each noun in Hmong. Sometimes, just changing the classifier and keeping the same root word forms a new word. In addition, classifiers are used with numbers, quantifiers, and possession, as demonstrated in the board displays.

Practice deciding which Hmong classifier would be used for the following English nouns. Apply the general definitions given for each classifier to the nouns below to decide. However, remember these definitions are not absolute. Some nouns use classifiers that are counter-intuitive. Learn which classifiers the Hmong use so you can start thinking like the Hmong!

Classifier	Things that are:
lub	round; large; buildings; abstract
tus	persons; animals; long, straight; systems
leej	people (especially honored people)
phau	books, volumes
daim	flat
txoj	in lengths; abstract
zaj	paragraphs, speeches
lo	single words
tsob	plants, foliage
rab	utensils, used with hands
nkawm	pairs
pob	packets, lumps
pluas	meals, doses
yav	time of day
pawg	groups
txhais	appendages on body

Pluralizers	Definition
cov	makes singular nouns become plural (i.e. teacher → teachers)
tej	

*Both *cov* and *tej* perform the same function when used as pluralizers. It is often indifferent which one you should use. However, the Hmong will often use whichever one sounds better. You'll recognize this with time.

afternoon
altar
answer
apostle
area
arm
atonement
bamboo stool
(group of) believers
bike
bishop
book
breakfast
bridge
bush
car
character
church
clock
commandment
cup
demon
dictionary
dinner
dog
door
ear
elbow
eraser
eye
father
finger
fish
flag
foot
fork
friend
fruit
garden
(pair of) gloves
goal
gospel
head
Heavenly Father
Hmong embroidery
Holy Ghost
hospital
house
hymn
kingdom
knife
leader
leg
life (breath of life)
life (lifespan)
light
lunch
map
meal
member
mirror
missionary
morning
mother
mouth
MTC
name
nametag
necklace
noodles
opportunity
ordinance
paper
pattern
peace
pen
pho
picture
plate
priesthood
process
prophet
question
razor
sacrament
scriptures
shirt
(pair of) shoes
sister
(pair of) socks
son
song
spoon
squirrel
stomach
store
story
study journal
sun
symbol
teacher
temple
tie
tiger
tree
voice
ward
watch
window
word
work
world
woven bamboo mat

Classifiers, Pluralizers, and Quantifiers

Kuv			**muaj**	**xya**	**tus**	**kwv tij**
I			*have*	*seven*	*[classifier]*	*siblings.*

kuv	**puas**	**(xav)**	**muaj**	**pes tsawg**
I	*yes/no?*	*to want*	*to have*	*how many?*
koj	**(tsis)**		**qhia**	
you (1)	*not*		*to teach*	**tib**
nws			**tau**	*single*
he/she/it			*to obtain*	**ib**
wb				*one/a/an*
we (2)				**ob**
neb				*two*
you (2)				**peb**
nkawd				*three*
they (2)				**ob peb**
peb				*a few*
we (3+)				**ntau**
nej				*a lot*
you (3+)				**tej**
lawv				*some*
they (3+)				

***tus**	**me nyuam**	**tub**
[classifier]	*child*	*son*
	kwv	**ntxhais**
	younger brother	*daughter*
	tij laug	**muam**
	older brother	*sister*
	kwv tij	**neeg kawm txoj moo zoo**
	relative, sibling	*studier of the gospel (investigator)*

lub	**tsev**	**luv thij**
[classifier]	*house*	*bike*
	tsheb	**tog**
	car	*stool, chair*

***daim**	**duab**	**nplooj**
[classifier]	*picture*	*page*

cov / tej	**kwv tij**	**duab**
[pluralizer]	*relatives, siblings*	*pictures*

Koj muaj pes tsawg tus me nyuam?
How many kids do you have?
Kuv muaj yim tus me nyuam.
I have eight kids.
Kuv tsis muaj me nyuam.
I don't have kids.

Koj muaj pes tsawg xyoo?
How old are you?
Kuv muaj kaum yim xyoo.
I have 18 years.
Kuv muaj tsib caug xyoo.
I have 50 years.

**Tone Change Rule: After –b tones, –s and –m tones change to –g tones while –v tones change to mid (-) tone*

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Meeting someone new

Scenario

It's your first day in the mission field and you are meeting your trainer for the first time. You learned that your area is about an hour away so you get some good bonding time in the car with your trainer.

1. Practice: Meet your trainer and spend time getting to know each other. Ask about family, the area, and any investigators you may have in your new area.

Additional Scenario(s)

You are out contacting in a Hmong complex. It's 112 degrees outside so everyone in the complex is sitting outside watching their kids shoot water out of garden hoses, climb trees, and play jump rope. You say to the kids, "Nyob zoo me tub!" "Nyob zoo me ntxhais!" The kids are astonished that you speak Hmong and start to laugh and giggle to each other while pointing at you. You decide to talk to some parents that are sitting outside on their doorsteps.

1. Practice: Talk about families and ask if any of the kids outside are theirs. Ask any other questions about their family.

Attributive Adjectives

Tus neeg kawm txoj moo zoo *Investigator*	**laus** *old*		**xav** *wants*	**kawm** *to learn*	**txog** *about*	**Vajtswv.** *God*
tus tub txib *missionary*	**twg** *which?*	**puas** *yes/no?*	**(xav)** *to want*	**qhia** *to teach*	**(txog)** *about*	**dab tsi?** *what?*
tus neeg kawm txoj moo zoo *investigator*	**no** *this*	**(tsis)** *not*		**kawm** *to study, to learn*		**txoj moo zoo** *the good news (gospel)*
tus nais khus *teacher*	**ntawd** *that*			**nyiam** *to like*		**Vajtswv** *God*
tus xib hwb *teacher, master, pastor*	***hluas hluas** *young (age)*			**xav** *to think*		**cov vaj lug kub** *scriptures*
tus mej zeej *member*	***laus'** *old (age)*			**hais** *to say*	**lus** *language*	**twg?** *which?*
tus (neeg) *person*	**zoo nkauj** *beautiful (for females)*			**paub** *to know*	**neeg** *people*	**Nplog** *Lao*
tus phooj ywg *friend*	**zoo nraug** *handsome (for males)*			**yog** *to be*	**teb chaws** *land, country*	**Miskas** *English*
				nyob hauv *to live in*		**Hmoob Dawb** *White Hmong*
						Moob Leeg *Green Hmong*
						Thaib *Thai*

Tus tub txib twg paub lus Hmoob?
Which missionary knows Hmong?
Tus tub txib no paub lus Hmoob.
This missionary knows Hmong.
Tus no.
This one.

Cov tub txib ntawd qhia txog dab tsi?
What do those missionaries teach about?
Nkawd qhia txog Vajtswv.
They teach about God.
Xyov 'as.
Not sure.

** Writing adjectives twice or with an apostraphe emphasizes the adjective.*
This emphasis is spoken by reduplicating the first sound of the word. Even more emphasis is placed when reduplication is done in falsetto.

Function: Asking about and describing objects, people, and their characteristics
Context: Describing and planning for investigators

Scenario

You are on exchanges with the district leader and its companion study time. Because you understand the importance of planning, you and your trainer had planned well for the day. This is your first companionship exchange and you want to make sure the day goes well.

1. Practice: Using the area book, go through the teaching records of each of your investigators and describe them to your new companion. Give background on your investigators which may include where they come from, what languages they speak, what they already know and understand about your message, what you will teach them, etc. New companions should ask anything about the investigators that will help you be prepared to teach them.

Additional Scenario(s)

It's finally Sunday, the culminating day of the week's work. Your mission leader wants to have a meeting to discuss the progress of your efforts and discuss any investigators you are teaching.

1. Practice: Use the Progress Report to report to your ward mission leader about your investigators. Explain who they are and their progress towards baptism. Help the ward mission leader understand what you've already done to help your investigators progress and what the ward can do to help your investigators.

Possession and Demonstratives (This & That)

Phau vaj lug kub	**no**		**yog**	**kuv**	**li.**	
Book of scripture	*this*		*is*	*mine.*		

tus npiv
pen
phau ntawv
book
qhov
thing
lub rooj
table, desk
lub rooj zaum
chair
lub hnab
bag

---

nov
this / these
ntawd
that / those
ko
that / those (by listener)

no
this / these
ntawd
that / those
ko
that / those (by listener)

puas
yes/no?
(tsis)
not

yog
is / are

leej twg
who?
kuv
my
koj
your (1)
nws
his/hers/its
wb
our (2)
neb
your (2)
peb
our (3+)
nej
your (3+)
Vajtswv
God's

li
[possessive particle]
tus npiv
pen
phau ntawv
book
qhov
thing
lub rooj
table, desk
lub rooj zaum
chair
lub hnab
bag

lov?
right?

Nov yog leej twg li?
Whose is this?
Ntawd yog koj li.
That is yours.
Ntawd tsis yog peb li.
That is not ours.

Cov npiv ntawd puas yog koj li?
Are those pens yours?
Aws, yog kuv li mas.
Yes, they are mine.
Tsis yog kuv li.
Not mine.

*The possessive particle **li** is what creates the possessive form of pronouns and nouns such as "**mine, yours, his, hers, whose, etc.**"*

Function: Asking about and expressing possession and ownership
Context: Identifying objects and possession

Scenario

Your investigator, Nyiaj Tsheej, has recently been promoted at work and has acquired many material possessions. He is starting to believe that all of his success and fortune has come from his hard work and that God does not play a role in blessing us. Help Nyiaj Tsheej understand that everything comes from God.

1. Practice: Help him understand the role of our Heavenly Father and how all material and spiritual things your investigator has received have been blessings from God.

Additional Scenario(s)

1. Practice: Help him understand the role of our Heavenly Father and how all material and spiritual things your investigator has received have been blessings from God.You just moved in with your new companion and are getting situated to the new place.

1. Practice: Establish whose belongings are whose by asking questions and making statements regarding the belongings in the room.

Hmong use noun compounds to change verbs, adjectives, adverbs, or existing nouns into new nouns. The noun compound words listed below are placed in front of the existing root word to form a new noun.

Use the noun compound to write the new word that is formed. Write example sentences in English using the root word with and without the noun compound to show that you understand the difference. Understanding how to use noun compounds correctly will help you to think like the Hmong!

zoo siab- to be happy **hlub-** to love **ntseeg-** to believe **txhais lus-** to translate **tshwm sim-** to appear **txhaum-** to sin **theej txhoj-** to atone	**(txoj) kev** the way of	**(txoj) kev zoo siab-** happiness **(txoj) kev hlub-** **(txoj) kev ntseeg-** **(txoj) kev txhais lus-** **(txoj) kev tshwm sim-** **(txoj) kev txhaum-** **(txoj) kev theej txhoj-**	We can <u>be happy.</u>	We can have <u>happiness.</u>
noog- to ask **teb-** to answer **qhia-** to teach **txib-** to send **qhuab ntuas-** to admonish **ntxhi-** to whisper **hais-** to speak	**(lo) lus** word	**(lo) lus noog-** question **(lo) lus teb-** **(lo) lus qhia-** **(lo) lus txib-** **(lo) lus qhuab ntuas-** **(lo) lus ntxhi-** **(lo) lus hais-**	I need <u>to ask</u> you something.	I have a <u>question</u> for you.
tseeb- true **txawv-**different **zoo-**good **phem-** evil **siab-**tall **tob-**deep **ntev-** long	**qhov** thing	**qhov tseeb-** truth **qhov txawv-** **qhov zoo-** **qhov phem-** **qhov siab-** **qhov tob-** **qhov ntev-**	I go to the <u>true</u> Church.	I know the <u>truth.</u>
txib-to send **ua rog-** to war **sab-** to steal **ua qhe-** to be a slave	**(tus) tub** son	**(tus) tub txib-** messenger **(tus) tub rog-** **(tus) tub sab-** **(tus) tub qhe-**	God <u>sent</u> His Only Begotten Son.	God's <u>messenger</u> will teach truth.
hlau-iron **ntoo-** wood **ntawv-**paper, books **txhais lus-** to translate **kho mob-** to fix sickness **hais plaub**- to speak of litigation **tshuaj-** medicine	**(tus) kws** skilled professional	**(tus) kws hlau-** blacksmith **(tus) kws ntoo-** **(tus) kws ntawv-** **(tus) kws txhais lus-** **(tus) kws kho mob-** **(tus) kws hais plaub-** **(tus) kws tshuaj-**	He uses <u>iron</u> to make knives.	The <u>blacksmith</u> makes knives.

Noun Compounds

Tus yaj saub		**qhia**	**txog**	**qhov tseeb.**
The prophet		*teaches*	*about*	*the truth.*

tus yaj saub	**puas**	**qhia**	**(txog)**	**(txoj) kev**	**ntseeg** / **cawm seej**
prophet	*yes/no?*	*to teach*	*about*		*belief* / *salvation*
cov neeg phem	**(tsis)**	**tshaj tawm**			**zoo siab** / **txhaum**
bad people	*not*	*to preach, proclaim*			*happiness* / *sin*
Adas		**muaj**			**tshwm sim** / **theej txhoj**
Adam		*to have*			*appearance* / *atonement*
Nifais		**paub**			
Nephi		*to know*		**(lo) lus**	**txib** / **qhia**
Nau-as		**ntseeg**			*commandment* / *teaching*
Noah		*to believe*			**noog / nug** / **teb**
Anplaham		**yog**			*question* / *answer*
Abraham		*to be*			
Mauxes		**mloog**		**qhov**	**tseeb** / **txawv**
Moses		*to listen*			*truth* / *difference*
Yexus		**quav ntsej**			
Jesus		*to pay attention to (neg.)*		**(tus) tub**	**txib** / ***qhe**
Yauxej Xamiv		**xyeej**			*messenger* / *servant, slave*
Joseph Smith		*to reject*			
Thomas S. Monson				**(tus) kws**	**ntawv** / **hais plaub**
Thomas S. Monson					*scholar* / *lawyer*

Cov yaj saub qhia txog dab tsi?
What do prophets teach about?
Lawv qhia txog Yexus txoj Kev Theej Txhoj.
They teach about Jesus' Atonement.

Mauxes yog leej twg?
Who is Moses?
Mauxes yog ib tug tub txib.
Moses is a messenger.

**Tone Change Rule: After –b tones, -v tones change to mid tone (-) and –s tones change to –g tones*

Function: Asking about and describing actions and events
Context: Teaching Restoration of the Gospel

Scenario

One of your investigators, Fwj Yaj, just attended General Conference for the first time. He was curious to listen to a prophet because he hadn't heard much about prophets being alive today. He knows from other religions that they believed in prophets a long time ago but wonders why they don't talk about them anymore. He liked the conference and wanted to know more about prophets.

1. Practice: Help Fwj Yaj understand more about prophets. Help him understand who they are and what they do. Teach about how apostasy happens in each dispensation and how we came to have a prophet today.

Additional Scenario(s)

A refugee that recently came over from Thailand is curious to learn more about Jesus Christ. He has heard little about Jesus and wants to know who He is and what He did.

1. Practice: Teach about Christ's Ministry. Help your investigator understand what Jesus did while on the earth including some of the things He taught and did.

Wants

Kuv		**xav**	**tau**		**kev zoo siab.**
I		*want*	*to obtain*		*happiness.*
kuv	**puas**	***xav**	**qhia**	**(txog)**	**qhov tseeb**
I	*yes/no?*	*to want*	*to teach*	*about*	*the truth*
wb	**(tsis)**		**kawm**		**Vajtswv txoj moo zoo**
we (2)	*not*		*to study, to learn*		*God's gospel*
peb					
we (3+)			**tau**		**dab tsi?**
nws			*to obtain*		*what?*
he/she					**ib Phau Ntawv Maumoos**
Vajtswv					*a Book of Mormon*
God					**tej koob hmoov**
Dab Ntxwg Nyoog					*blessings*
the evil King Spirit (Satan)					**kev pab**
					help
			kom	**leej twg**	**thov Vajtswv**
			to cause	*who?*	*to pray*
				koj	**nyeem Phau Ntawv Maumoos**
				you	*to read the Book of Mormon*
				nws	**ua raws li Vajtswv lub siab nyiam**
				he/she	*to do according to God's will*

Koj puas xav tau ib Phau Ntawv Maumoos?
Do you want a Book of Mormon?
Aws, xav tau mas.
Yeah, want to have.
Tsis xav tau.
No, don't want to have.

Koj xav kom leej twg thov Vajtswv?
Who do you want to pray?
Kuv xav kom Yaj Pov thov.
I want Yang Pao to pray.
Kuv tsis khes. Nyob ntawm koj.
I don't care. It's up to you.

**In order to function as 'want', xav must be followed by a verb*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Planning for investigators

Scenario

It's Weekly Planning and you are going through your Area Book of current investigators.

1. Practice: Discuss and plan for a current investigator's needs. Discuss what your investigator wants and what you want for your investigator. Record these plans into your planner and explain them to another companionship or to the teacher.

Additional Scenario(s)

Setting goals is critical to reaching your potential as a missionary. Elder M. Russell Ballard said, "I am so thoroughly convinced that if we don't set goals in our life and learn how to master the techniques of living to reach our goals, we can reach a ripe old age and look back on our life only to see that we reached but a small part of our full potential. When one learns to master the principles of setting a goal, he will then be able to make a great difference in the results he attains in this life." (PMG, 146).

1. Practice: Write down a list of your desires of what you want to accomplish this coming week, transfer, or perhaps even your entire mission.

Permission, Possibility, and Ability

tej zaum
perhaps, maybe
ntshe
perhaps, maybe
nyaj
perhaps, probably

Kuv *I*			**ua** *do*		**tau.** *can*
kuv *I* **wb** *we (2)* **peb** *we (3+)* **koj** *you (1)* **tus mej zeej** *member* **tus phooj ywg** *friend* **tus npis sov** *bishop* **tus thawj coj** *leader*	**puas** *yes/no?* **(tsis)** *not*	**txawj** *to be able to* **keej** *to be skilled at* **muaj peev xwm** *to have the ability, capability*	**tua this vis** *to kill (turn off) the TV* **thov Vajtswv** *to pray* **nyeem nqe no** *to read this verse* **maj mam hais** *to slowly speak* **hais dua** *to say again* **hais lus Hmoob** *to speak Hmong* **nyeem ntawv Hmoob** *to read Hmong* **thov Vajtswv** *to pray* **ua li ntawd** *to do that*	**puas** *yes/no?* **(tsis)** *not*	***tau** *to be able to, can (permission, general ability)* ***taus** *to be able to, can (physical ability)*

Peb thov Vajtswv puas tau?
May we pray?
Tau mas.
May.
Tsis tau.
May not.

Koj puas txawj nyeem ntawv Hmoob?
Can you read Hmong?
Txawj mas.
Can.
Tsis txawj.
Cannot.

**Tau/taus can go directly after the verb as well as after the verb phrase.*

Scenario

English missionaries passed on a referral to you. The missionaries said the man was Asian and probably Hmong because they thought they heard him say “Nyob zoo!” They tried to give him a Book of Mormon in English but they realized later that he probably can’t read it. They want you to go over and contact him.

1. Practice: Find out if the potential investigator knows how to speak and read Hmong. Begin teaching by asking if you can say a prayer to start off. Give a copy of the Book of Mormon in Hmong and ask him to read a verse from the introduction.

Additional Scenario(s)

It is Weekly Planning and you are on step 4 of the Weekly Planning Guidelines found in PMG. You are planning for your investigators to attend church and are trying to plan the best possible experience for them.

1. Practice: Call members in the ward and extend invitations to them to help with your investigators such as getting rides to church, having someone to sit with your investigators, etc.

Time Indicators: Tense and Aspect

thaum ub
long time ago
ob phav xyoo tas lawm
two thousand years ago
tom qab ntawd
after that
hnub no
today
tsis ntev no
not long from now

Yexus *Jesus*				**tau** *did*		**theej peb lub txhoj.** *atone for our sins.*	
Yexus *Jesus*	**puas** *yes/no?*	**(kuj)** *also*	**(tsis)** *not*	**tau** *[past tense]*		**xaiv kaum ob tug thwj tim** *to choose twelve apostles*	**lawm** *already*
						txhim tsa Nws lub Koom Txoos *to establish His Church*	
neeg phem *evil people*				**yuav** *will* *[future tense]*	**(tsis)** *not*	**theej peb lub txhoj** *to atone for our sins*	
kuv *I*						**rov qab los** *to come back*	
						tseg nyiaj *to save money*	**lov?** *right?*
koj *you*				***twb** *already*		**qhia Nws txoj moo zoo** *to teach His gospel*	
				tab tom *currently*		**ua dab tsi?** *doing what?*	
						tso Nws tseg *to abandon Him*	
				mam li *will, intend to* *[no tense]*		**txiav txim rau peb** *to judge us*	

Yexus puas tau xaiv kaum ob tug thwj tim?
Did Jesus choose twelve apostles?
Xaiv mas.
Chose.
Tsis xaiv.
Did not choose.

Yexus puas yuav rov qab los?
Will Jesus come back?
Nws yuav rov qab los mas.
He will come back.
Nws yuav tsis rov qab los.
He will not come back.

**Using twb and lawm in the same sentence is not redundant. In fact, they are often used together.*

Function: Asking about and describing actions and events
Context: Teaching about Christ's Earthly Ministry and Atonement

Scenario

Muaj Koob has been to five different Hmong churches and is a bit confused because of the variety of beliefs each religion has. He just recently visited the Catholic Hmong church and is having a hard time understanding the differences between God and Jesus. His friend also confused him more by explaining about multiple visits Jesus made and will make on the earth.

1. Practice: Explain the differences between God and Jesus. Help Muaj Koob understand some of the things Jesus did while on the earth and what His role will be in the future.

Additional Scenario(s)

One of the priests, Tub, is interested in serving a mission and wants to know what you did to prepare.

1. Practice: Explain some of the things you did to prepare for a mission. Also explain some of the things you plan to do as a missionary in the future to fulfill your purpose.

Why and Reasons Why

	Kuv *I*	**tsis** *not*		**mus tshawj** *go to church*	**vim** *because*	**kuv** *I*	**tsis nco qab.** *not remember.*	
vim li cas *why?*	**kuv** *I*	**(tsis)** *not*	**(tau)** *did*	**nyeem Phau Ntawv Maumoos** *to read the Book of Mormon*	**(yog) vim** *(is) because*	**kuv** *I*	**tsis nco qab** *to not remember*	**(xwb)** *just, simply*
ua li cas *how come?*	**wb** *we (2)*			**thov Vajtswv (ua ke)** *to pray (together)*	**rau qhov** *because*	**wb** *we (2)*	**tsis khoom** *to not have time, not be available*	
qhov uas *the thing which*	**peb** *we (3+)*			**mus tshawj** *to go to church*		**peb** *we (3+)*	**tub nkeeg** *lazy*	
tos *the reason for which*	**koj** *you (1)*			**kam mus ua kev cai raus dej** *to be willing to be baptized*		**kuv txiv** *my father*	**tsis nyiam** *to not like*	
	neb *you (2)*			**xav kawm ntxiv** *to want to learn more*			**hnov qab** *to forget*	
	nej *you (3+)*			**khaj tshawj** *to skip church*			**paub tsis txaus** *to not know enough*	
	koj tsev neeg *your family*						**tsis npaj siab** *to not be prepared*	
							(txwv) tsis pub kuv [verb] *to prohibit / forbid me to [verb]*	
							tsis pom zoo *to not approve, consent*	

Vim li cas koj tsis tau mus tshawj?
Why didn't you go to church?
Qhov uas kuv tsis tau mus tshawj yog vim kuv tsis khoom.
The thing being why I didn't go to church is because I didn't have time.
Kuv tsis tau mus tshawj vim rau qhov kuv tsis khoom.
I didn't go to church because I didn't have time.

Ua li cas nej tsis tau thov Vajtswv ua ke?
How come you all didn't pray together?
Tos peb tsis thov Vajtswv yog vim peb tsis nco qab.
The reason why we didn't pray is because we didn't remember.
Peb hnov qab xwb.
We simply forgot.

Function: Asking and answering questions of cause and effect
Context: Following up on commitments

Scenario

One of your investigators, Muas, committed to read, pray, and attend church in your last appointment with him. You noticed that he wasn't at church so you drop by after church to see how he is doing.

1. Practice: Find out if he kept any of the commitments. Ask about the reasons why he didn't keep certain commitments. Remember not to act devastated but rather "be devastated if the first steps toward commandment-keeping and covenant-keeping have not been successfully begun." (PMG, 8).

Additional Scenario(s)

You have been teaching Pob Zeb for only a couple weeks now and he is golden! He is 17 years old and has been eating up the Book of Mormon since you gave it to him. He has read up to Alma in just two weeks. However, you are at his house and he just told you that he doesn't think your visits are a good idea anymore. You suspect his father may have something to do with it.

1. Practice: Follow up on all his commitments to date, which include reading, praying, attending church, and being baptized. Find out which ones he is still doing and why he isn't doing the others.

How and How Long

Kuv	**ua tub txib**	**tau**	**ib**	**xyoo.**
I	*have been a missionary*	*for*	*one*	*year.*

kuv	**(tau)**	**ua thab ham**	**ntev**	**li cas?**	**(lawm)**
I	*did*	*to be a soldier*	*long*	*how?*	*if still doing*
koj	**(yuav)**	**ua tub rog**			
you (1)	*will*	*to be a soldier*			
koj tsev neeg		**mus tshawj**	**tau**	**pes tsawg?**	**na this**
your family		*to go to church*	*for (used with time)*	*how many?*	*minute*
koj tus khub		**paub hais lus Hmoob**		**ib**	**xuab moo**
your companion		*to know to speak Hmong*	**yuav luag**	*one*	*hour*
nws		**nyob hauv lub yeej thoj nam tawg rog**	*almost*	**ob**	**hnub**
he/she		*to live in a refugee camp*		*two*	*day*
		nyob hauv teb chaws no		**peb**	**lub as thiv**
		to live in this country		*three*	*week*
		haus this / khas fes		**ob peb**	**lub hli**
		to drink tea / coffee		*two or three*	*month*
		haus luam yeeb			**xyoo**
		to smoke cigarettes, tobacco			*year*
		haus cawv / npias			**zaus**
		to drink alcohol / beer			*occurrence, time*
		noj tshuaj phem			
		to eat bad medicine (drugs)			

Koj tau mus tshawj li cas?
How do you get to church?
Kuv tsav tsheb.
I drive.
Kuv mus ko taw.
I walk.

Koj mus tshawj ntev li cas?
How long have you gone to church?
Kuv mus tshawj tau ib xyoo.
I've gone to church for one year.
Kuv mus tshawj tau ib xyoo ntau.
I've gone to church for over a year.

Another alternate yet important variation to asking "how long" is "hov ntev?" For simplicity reasons, this version is left out of the display but should still be learned.

Function: Asking and answering questions of time, date, and location
Context: Getting to know/Teaching Word of Wisdom

Scenario

Lauj Pov is a refugee from Thailand and former soldier. He was exposed to Christianity sometime ago and now goes to church here in America. His house has several empty beer bottles and cigarette buds around so you have strong evidence that he has issues with the Word of Wisdom.

1. Practice: Take an interest in Lauj Pov and his life. After getting to know him better, ask about the Word of Wisdom and teach him about it.

Additional Scenario(s)

Tub Lis Vaj Kwm is thinking of serving a mission. Before he makes a decision, he has some questions about a day in the life of a missionary. He is curious about what you do during the day and how long you do it for.

1. Practice: Explain how long you do different activities during the day. Remember to be encouraging and bear your testimony about the blessings of serving a mission.

Imperatives and Needs

feem ntau
mostly, usually
tej thaum
sometimes
thib #
[ordinal number-first, second, etc.]

Koj		**yuav tsum**		**hais lus Hmoob.**	
You		*must*		*speak Hmong.*	
kuv *I* **wb** *we (2)* **peb** *we (3+)* **koj** *you (1)* **neb** *you (2)* **nej** *you (3+)* **yus** *one*	**puas** *yes/no?*	**yuav tsum** *must, have to, need to* **yuav tau** *ought to* ***(tsis) txhob** *do not, don't* **tsis tas** *don't have to* **(tsis)** *not* **kam** *to be willing* **toob kas(n)^{L}** *to need*	**(tsis txhob)** *not*	**ua dab tsi?** *to do what?* **thov Vajtswv tiag tiag** *to pray intently* **thov ntev'** *to pray for a long time* **txhos caug** *to kneel* **quav caj npab** *to fold arms* **nyo taub hau** *to bow head* **qi qhov muag** *to close eyes* **hais ub (hais) no** *to say this and that* **hais dog (hais) dig** *to speak carelessly* **lam <u>(verb)</u>** *to <u>(verb)</u> half-heartedly*	**lov?** *right?*

Thaum yus thov Vajtswv, yus yuav tsum ua dab tsi?
When one prays, what does one have to do?
Yus yuav tsum thov Vajtswv tiag tiag.
One has to sincerely pray.
Yus yuav tsum tsis txhob lam thov Vajtswv.
One shouldn't pray half-heartedly.

Koj puas kam thov Vajtswv?
Will you pray?
Kam mas.
Willing.
Tsis kam.
Not willing.

**Tsis txhob means the negative imperative "don't" and will often not have a subject placed before it. (e.g. "Don't speak English!")*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching investigators how to pray

Scenario

Your investigator, Peev Xwm, is new to Christianity. He knows the basic steps of what to say in prayers but has some concerns about the outward mechanics of it. He has seen other people do many different things when praying. He has also heard some pretty elaborate prayers by some missionaries that don't "use simple language that [investigators] can also use when they pray" (PMG, 39). This has caused him to be pretty shy and nervous about having to pray in front of the missionaries and others.

1. Practice: Help Peev Xwm feel more comfortable with prayer by explaining what prayer looks like. Also, help him feel more comfortable praying in front of others by clearing up any misconceptions he may have.

Additional Scenario(s)

You are going on splits with a priest, Tub Xu, and he is thinking about serving a mission. He wants to know some of the rules of being a missionary before he decides to go on a mission.

1. Practice: Explain the dos and don'ts of missionary life. These are some of the questions the priest may ask:

- Do you have to go on a mission?
- Do you have to be home by 9 pm?
- Do you have to speak Hmong?
- Do you have to be with your companion?

Respond to the questions Tub Xu asks and any other questions that come up. After the missionary answers them, encourage Tub Xu to serve a mission.

Telling Time and Prepositions of Time

Peb		**mus tsev**	**thaum**	**cuaj**	**moo**	**peb caug**	**tsaus ntuj.**
We		*go home*	*when*	*nine*	*o'clock*	*thirty*	*evening.*
kuv	**puas**	**qhia**	**thaum twg?**				
I	*yes/no?*	*to teach*	*when?*				
wb	**(tsis)**	**rov qab tuaj**		**ib**	**moo**	**kaum**	**sawv ntxov**
we (2)	*not*	*to come back*	**thaum**	*one*	*"o'clock"*	*ten*	*morning*
peb		**khoom**	*when*	**ob**		**nees nkaum**	**tav su**
we (3+)		*to have time, be available*	**ua ntej**	*two*		*twenty*	*afternoon*
koj		**muaj ib qho teem caij**	*before*	**peb**		**peb caug**	**tsaus ntuj**
you (1)		*to have an appointment*	**tom qab**	*three*		*thirty*	*evening*
koj tus txiv		**lawb hauj lwm**	*after*	**plaub**		**plaub caug**	**kaj ntug**
your husband		*to get off work*		*four*		*forty*	*dawn*
koj txiv		**nyob tsev**		**tsib**		**tsib caug**	**ib tag hmo**
your father		*to be home*		*five*		*fifty*	*midnight*
nej sawv daws		**yuav nyob ua ke**		**rau**			
all of you		*will be home together*		*six*			
				xya			
				seven			
				yim			
				eight			
				cuaj			
				nine			

Neb yuav rov qab tuaj thaum twg?
When will you return?
Wb yuav rov qab tuaj thaum cuaj moo.
We will come back at nine o'clock.
Wb yuav rov qab tuaj thaum sawv ntxov.
We will return in the morning.

Pes tsawg moo lawm?
What time is it?
Yog rau moo peb caug.
It is six thirty.
Xyov 'es.
Not sure.

Function: Asking and answering questions of time, date, and location
Context: Setting appointments, planning

Scenario

It's snowing outside and all of the Hmong people want to invite you inside. However, you know the mission rules and you need to make sure an adult male is present in the house. Three typical situations occur: 1) a wife answers the door, 2) a child answers the door, or 3) the head of the house answers the door.

1. Practice: A pojniam answers the door. Find out if her husband is home. After learning that he isn't, find out when is the best time to come back. Mark it in your planner.

Second, a me tub answers the door. Find out if his dad is home. After learning that he isn't, find out when is the best time to come back. Mark it in your planner.

Third, a tus txiv tsev answers the door. Introduce yourselves and explain that you would like to come in and teach him and his family about God. Use How to Begin Teaching and give an overview of what you will teach.

Additional Scenario(s)

You and your companion are getting ready to leave your apartment for the day. You are Preach My Gospel missionaries and remember that it says "prior to leaving your apartment the next day, review your goals, plans, and schedule." (PMG, 150).

1. Practice: Review the day's plan with your companion. Go over each planned activity and what time each activity will be held. One companion asks when each activity is while the other answers. After each activity is discussed, switch roles.

Causation

Yexus	**theej peb lub txhoj**	**kom**	**peb sawv daws**		**rov qab nrog Vajtswv nyob.**
Jesus	*atoned for our sins*	*so that*	*all of us*		*return to live with God.*
Yexus	**theej peb lub txhoj**	**kom**	**koj**	**(thiaj li)**	**rov qab nrog Vajtswv nyob**
Jesus	*to atone for our sins*	*to cause,"so that"*	*you*	*therefore*	*to return to live with God*
	sawv rov qab los		**peb sawv daws**		**sawv rov qab los (thiab)**
	to rise and come back		*all of us*		*to rise and come back (also)*
	raug kev txom nyem				**tsis raug txim**
	to have suffering				*to not be punished*
Yexus		**hais kom**	**koj**		**ntseeg Nws**
Jesus		*to say to cause, to tell*	*you*		*to believe Him*
			txhua leej txhua tus		**hloov siab lees txim**
			every person		*to change heart and accept punishment*
		xav kom			**ua kev cai raus dej**
		to want to cause			*to be baptized*
					txais lub txiaj ntsim Vaj Ntsuj Plig Dawb Huv
					to receive the gift of the Holy Ghost
					nyiaj kom mus txog thaum kawg
					to endure to the end
					zoo siab
Yexus	**txoj Kev Theej Txhoj**	**ua rau**	**kuv**		*to be happy*
Jesus'	*Atonement*	*to cause, “makes”*	*me*		**nyob kaj siab lug**
					to be joyous, peaceful

Vim li cas Yexus tau tuag rau peb?
Why did Jesus die for us?
Yexus tau tuag rau peb kom peb rov qab nrog Vajtswv nyob tau.
Jesus died for us so that we can return to live with God.

Yexus hais kom peb ua dab tsi?
What does Jesus tell us to do?
Nws hais kom peb ntseeg Nws.
He tells us to believe in Him.

Function: Asking and answering questions of cause and effect
Context: Teaching about the Atonement

Scenario

You have developed a pretty good relationship with one of your shaman investigators, Tshaj Koob. Over the past few visits, both the missionaries and Tshaj Koob have spent time sharing their beliefs. Tshaj Koob understands the concept of God fairly well but is having a hard time understanding who Jesus is and His role in our beliefs. He is willing to try and understand more.

1. Practice: Help Tshaj Koob understand the importance of Christ and His role in this life. Share with him why Christ is important to you and what He asks of us in this life.

Additional Scenario(s)

It's 2 a.m. and you get a call from one of your investigators, Vam Neeb, who is having a difficult time. He has a baptism date in two weeks but is having a difficult time dealing with family persecution for his decision. Vam Neeb doesn't know what to do and he feels like nobody understands him so he decided to call the missionaries for help.

1. Practice: Help Vam Neeb increase his faith and trust in Christ. Invite him to turn to Alma 7:11-13 and read the verses with him. Help him see the reasons why Jesus suffered and atoned for our sins and how that can help him in his situation.

Conjunctions

Yog	**koj**		**mus tshawj**	**ces**	**koj**	**yuav**		**zoo siab**
If	*you*		*go to church*	*then*	*you*	*will*		*be happy.*

thiab
and, also
los (sis)
or
tiam sis
but
tab sis
but

yog
if
***txawm yog**
although, even though
tsuas yog
except, unless
thaum
when, as
tom qab
after
ua ntej
before

koj **(tsis)**
you (1) *not*
neb
you (2)
nej
you (3+)

nyeem Phau Ntawv Maumoos
to read the Book of Mormon
rau siab thov Vajtswv
to diligently pray
mus tshawj
to go to church
kawm ntxiv
to learn more
mus ua kev cai raus dej
to go be baptized
pib ntseeg Vajtswv
to begin to believe in God

ces
then
***los**
[separator]
mas
[pause]
es
[pause]

koj
you (1)
neb
you (2)
nej
you (3+)
Vajtswv
God

yuav **(tsis)**
will *not*

zoo siab
to be happy
kho siab
to be lonely
tu siab
to be sad
teb koj tej lus thov
to answer your words of pleading
hnov tus Ntsuj Plig
to hear the Spirit
paub qhov tseeb
to know truth
sib raug zoo
to get along with each other
muaj kev thaj yeeb nyab xeeb
to have peace
foom koob hmoov rau koj
to bless you

Vajtswv puas yuav teb kuv tej lus thov?
Will God answer my prayers?
Nws yuav teb mas.
He will answer.

Yog kuv nyeem Phau Ntawv Maumoos ces kuv puas yuav paub qhov tseeb?
If I read the Book of Mormon then will I know the truth?
Yuav paub mas!
Will know!

**Los needs to be used with txawm yog and acts as a clause separator.*

Function: Asking and answering questions of cause and effect
Context: Following Up, Promising Blessings

Scenario

It is your first meeting with your new investigator, Txawj Zoo, and you are about to extend commitments to read, pray, and attend church.

1. Practice: Extend the commitments. Motivate Txawj Zoo to keep commitments by promising blessings. Help him understand the consequences of both keeping certain commitments and failing to keep commitments.

Additional Scenario(s)

Missionaries have been teaching Kawm and his wife Maiv for 8 months now. They attend church fairly regularly and love having the missionaries come over and teach them. However, they aren't very good at keeping other commitments to read and pray. Kawm also has been hesitant to commit to baptism although Maiv really wants to. Kawm lacks the understanding of the urgency of baptism. He reassures the missionaries that within a couple years, he will be baptized. Yah! Just in time before you finish your mission!

1. Practice: Help Kawm understand that only keeping some of the commitments is not enough. Express to him the need to keep other commitments and help him understand the importance of being baptized or else they won't be able to enjoy all of God's blessings.

With

Kuv			**nrog**	**koj**	**qhia txoj moo zoo.**
I			*with*	*you*	*teach the gospel.*
kuv	**puas**	**(xav)**	**nrog**	**leej twg**	**ua dab tsi?**
I	*yes/no?*	*to want*	*with*	*who?*	*to do what?*
koj	**(tsis)**	**(yuav)**		**koj**	**qhia txoj moo zoo**
you (1)	*not*	*will*		*you (1)*	*to teach the gospel*
tus yaj saub				**koj tus khub**	***sib tham**
the prophet				*your companion*	*to talk to each other*
				koj tsev neeg	**nyob ua ke mus ib txhis**
				your family	*to live together forever*
				koj tus poj niam	**sib khi lus**
				your wife	*to "tie" words with another (to covenant)*
				koj tus txiv	**sib raug zoo**
				your husband	*to get along well*
				Vajtswv	**pab luag tej**
				God	*to help others*
				poj koob yawm txwv	**sib pom dua**
				ancestors; grandparents	*to see each other again*
					sib txis mus ib txhis
					to be "sealed" to each other forever

Notes:

Nrog is only used for accompaniment (I taught with my companion). English also uses "with" to use tools or instruments (I shaved with a razor) and to bring to pass a result (I learned Hmong with God's help.) However, nrog does not function like this-- Hmong uses other vocabulary and grammar to convey these other usages.

**Sib is used before verbs as a reciprocal action, meaning that the verb is done to each other. Ua ke follows a verb and simply means "together".*

Koj puas nrog koj tus khub kawm txoj moo zoo?
Do you study the gospel with your companion?
Nrog nws kawm mas.
Study with him.
Tsis nrog nws kawm.
Not study with him.

Nej puas xav nrog Vajtswv nyob?
Do you all want to live with God?
Xav mas.
Want.
Tsis xav
Not want.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about eternal families

Scenario

Lis Foom and Tshaj Lij are a young couple in their mid 20s and have been married for 9 years. However, they were only Hmong married and not legally married. They have one girl who is 8 years old and another son on the way. They have been investigating the Church for several months now. Previous missionaries have told them that they need to be legally married before they are baptized but they don't seem to understand the blessings of having an eternal family married in the temple.

1. Practice: Help Lis Foom understand the blessings and importance of eternal families and the role the temple has in sealing families together. Help them understand these blessings can only come as they prepare for baptism, which means getting legally married.

Additional Scenario(s)

One of your investigators, Cia Siab, is having a difficult time dealing with his mother's death last week. He doesn't know what to think about the reality of his circumstances.

1. Practice: Help Cia Siab understand the Plan of Salvation and the eternal truths that will help him in his situation.

07. Conceptual Practice: The That's

The English word "that" has many different usages. Hmong has separate words to convey these different meanings.

Hmong word	Grammar Usage	Example Sentence
tias	subordinating conjunction; introduces independent clause	I think <u>that</u> the test was hard.
uas	relative pronoun; introduces a restrictive relative clause	She took the test <u>that</u> was hard.
ntawd	demonstrative adjective/pronoun	<u>That</u> test was hard. / <u>That</u> was hard.
(varying words)	adverb	The test wasn't <u>that</u> hard.

One difference between how *tias* is used in the example sentence and how it is used in English is that in English, it is optional to use to introduce a subordinating clause. In Hmong, it is <u>not</u> optional.

Practice identifying the appropriate Hmong word used for the ever so universal English word '"that" and write the Hmong word above the English sentence. Be careful to identify any instances below where English omits the word "that" but is needed in Hmong. Learning to clearly identify and distinguish these differences will help you start thinking like the Hmong!

I know <u>that</u> the gospel is true

The missionary <u>that</u> prays will be blessed

<u>That</u> book is mine.

<u>Those</u> books are mine.

I didn't know <u>that</u>.

<u>That</u> is a good question.

He helped people <u>who</u> were poor.

He doesn't speak Hmong <u>that</u> great.

I'm happy he will be baptized.

I'm glad <u>that</u> <u>that</u> investigator will be baptized.

Those <u>who</u> obey will be blessed.

I want <u>that</u> investigator to pray.

Investigators <u>who</u> go to church will be happy.

The missionary <u>which</u> follows the Spirit will prosper.

Those <u>that</u> follow the prophet will be blessed.

I believe people should be nice.

The family <u>that</u> prays together stays together.

I know <u>that</u> God lives.

I want to know if he said <u>that</u>.

I saw <u>that</u> family be baptized.

<u>That</u> is a wonderful thing.

I heard <u>that.</u>

I think <u>that</u> I can learn Hmong.

I can't believe <u>that</u> I was <u>that</u> close.

Who said <u>that</u>?

He is the one <u>who</u> said <u>that</u> God loves us.

I believe <u>that</u> I can be exactly obedient.

I don't believe <u>that</u>.

I don't believe <u>that</u> missionary would disobey.

I don't believe <u>that</u> missionaries would disobey.

I don't believe missionaries <u>that</u> disobey.

I don't believe missionaries disobey <u>that</u> much.

That

Kuv		**paub**	**hais**	**tias**	**Vajtswv**			**hlub peb.**
I		*know*	*to say*	*that*	*God*			*loves us.*
kuv	**puas**	**xav**	**(hais)**	**tias**	**Vajtswv**	**(yuav)**	**(tsis)**	**zoo siab**
I	*yes/no?*	*to think*	*to say*	*that, the following*	*God*	*will*	*not*	*to be happy*
wb	**(tsis)**	**paub**			**koj**			**nrhiav tau kev zoo siab**
we (2)	*not*	*to know*			*you*			*to find happiness*
peb		**zoo siab**						**foom koob hmoov rau koj**
we (3+)		*to be happy*						*to bestow blessings for you*
								muaj kev thaj yeeb nyab xeeb
								to have peace

Cov tub txib	**uas**		**mloog Vajtswv lus**	**yuav**		**muaj hwj chim.**
Missionaries	*that*		*obey God's words*	*will*		*have power.*
tus neeg kawm txoj moo zoo	**uas**	**(tsis)**	**thov Vajtswv**	**(yuav)**	**(tsis)**	**txais cov koob hmoov**
investigator	*that, which*	*not*	*to pray*	*will*	*not*	*to receive blessings*
tus			**hloov siab los ntseeg**			**kaj siab lug**
[classifier for person]			*to change heart come to believe*			*to be joyous, peaceful*
cov			**nyeem vaj lug kub**			**pab coob tug**
[pluralizer-"those"]			*to read scriptures*			*to help many people*
ib yig			**ua raws li Vajtswv lub siab nyiam**			**hnov tus Ntsuj Plig**
a family			*to do according to God's will*			*to hear the Spirit*

Koj puas xav tias kuv yuav qhia zoo?
Do you think that I will teach well?
Kuv ntseeg tias tus Ntsuj Plig yuav qhia zoo.
I believe that the Spirit will teach well.

Cov uas nyeem vaj lug kub yuav paub dab tsi?
What will those who read the scriptures know?
Cov uas nyeem vaj lug kub yuav paub Vajtswv.
Those that read the scriptures will know God.

Function: Asking and answering questions of cause and effect
Context: Bearing testimony, Promising blessings

Scenario

You meet a teenager on the street that is pretty down. He doesn’t have much hope in anything and doesn’t think anything in this world could make him happy. He doesn't understand why some people seem to be happy and why others are sad in life.

1. Practice: Bear your testimony about the blessing it is to know God and how you specifically have been blessed by knowing him. Also, warn him of the consequencs of sin.

Additional Scenario(s)

You are teaching the Plan of Salvation to an investigator when he asks about life after death. He wonders about heaven and who exactly will go there. He has heard about our beliefs of 3 heavens and is curious about that.

1. Practice: Teach about which people will go where after this life. Clarify any questions or misconceptions your investigator may have.

Indirect Objects (Giving & Taking)

Vajtswv		**pub**	**txhua yam**	**rau**	**peb sawv daws.**
God		*gives*	*everything*	*to*	*us everyone.*
leej twg? *who?*	**puas** *yes/no?*	**muab** *to give, to hand to*	**dab tsi** *what?*	**rau** *to, towards, for* **ntawm** *from*	**leej twg?** *who?*
kuv *I*	**(tsis)** *not*	**pub** *to give (freely) to*	**txhua yam** *everything*		**koj** *you (1)*
wb *we*		**txais** *to receive*	**hwj chim** *power*		**peb** *us*
koj *you*			**cov vaj lug kub no** *these scriptures*		**peb sawv daws** *us everyone*
Vajtswv *God*			**lub pov thawj hwj** *priesthood*		
kuv niam *my mother*			**txoj sia** *life (breath of)*		
kuv txiv *my father*					
Yauxej Xamiv *Joseph Smith*		**muab** *to take, to grab*	**txoj moo zoo** *the good news*	**(los)**	**txum tim rov qab los** *to bring back, restore*
			Yexus Lub Koom Txoos *Jesus' Church*		**txua dua tshiab** *to rebuild anew*
			[lub npe] *(name)*		**ua kev cai raus dej** *to be baptized*

Vajtswv pub txoj sia rau leej twg?
Who does God give life to?
Vajtswv pub txoj sia rau peb sawv daws.
God gives life to all of us.

Leej twg muab lub pov thawj hwj rau koj?
Who gave you the priesthood?
Kuv txiv muab lub pov thawj hwj rau kuv.
My father gave me the priesthood.

Function: Asking about and describing actions and events
Context: Nature of God, Restoration

Scenario

Nyiaj Npis doesn't believe in God. He is someone that has a hard time believing what he can't see. He feels like all the good things in his life have come from his hard work. He believes that it was only his parents that created him and that there wasn't a role of a God in creating mankind or the earth. However, he is open to listening to the missionaries.

1. Practice: Help Nyiaj Npis gain a testimony about the nature of God, who He is, and what He has done for us.

Additional Scenario(s)

Tsab Pov is a faithful member of CMA church (Christian Missionary Alliance). He has heard about our Church and about Joseph Smith but isn't quite sure how the Church got started. He has been baptized in his church as well and is curious about how our Church has done baptism in the past as well as how we do it now.

1. Practice: Teach Tsab Pov about Joseph Smith's role in the Restoration and how baptism was reinstated in the same manner as when Jesus was baptized (see Matthew 3 and 3 Nephi 11 for some scriptural references).

Characteristics, Emotions, and Comparisons

	Vajtswv		**siab zoo**		**ib yam li**	**koj txiv.**
	God		*is kind*		*just like*	*your father.*

(kuv)
my
(koj)
your

txiv
father
niam
mother
tus khub
companion
(tus) muam
sister
(tus) tij laug
older brother
(tus) kwv
younger brother
(tus) yawg
grandpa (dad's dad)
(tus) pog
grandma (dad's mom)
Vajtswv
God

puas
yes/no?
(tsis)
not

(yog ib tug neeg)
is a person

zoo li cas?
like what?

siab zoo	**ntxim hlub**
good liver (kind)	*loveable, cute*
siab ntev	**ntxim nyiam**
long liver (patient)	*likeable*
siab luv	**siab mos**
short liver (impatient)	*soft heart (humble)*

zoo siab	**nyuaj siab**
to be happy	*to be depressed*
chim siab	**tu siab**
to be angry	*to be sad*
kaj siab	**kho siab**
to be joyous, peaceful	*to be lonely*
txaj muag	**tawv ncauj**
to be shy	*to be stubborn, disobedient*

zoo li
like, similar to
ib yam li
just like, the same
dua
more than, "-er"
tshaj
even more than, "-est"
npaum (li)
as much as

kuv
me
koj
you
kuv tus khub
my companion
ib yam dab tsi li
anything else

Koj tus khub puas siab ntev?
Is your companion patient?
Nws siab ntev dua kuv.
He is more patient than me.
Nws tsis siab ntev.
He is not patient.

Vajtswv yog ib tug neeg zoo li cas?
What is God like?
Vajtswv yog ib tug neeg siab zoo.
God is a kind person.
Vajtswv siab zoo.
God is kind.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Talking about families and investigators

Scenario

You were just recently transferred to a new area and you have a new companion. You were blessed to have a companion that takes a sincere interest in you and your family. He also takes SYL seriously. He wants to know more about what your family members are like.

1. Practice: If available, show a picture of your family. Describe who each person is and some of the traits they possess. Compare both physical traits and character traits so that your companion can get a better feel for what your family is like. Take an interest in his family and ask details about what his family is like.

Additional Scenario(s)

It's Sunday and you are in ward council meeting with the bishop reporting about how your investigators are doing.

1. Practice: Report to the bishop about how each of your investigators is feeling and why they are feeling that way. Be specific about each of them and the emotions they are feeling in response to the lessons you have taught and the experiences the investigators have had so far.

Anything, Anywhere, Anyone

Kuv	**tsis**	**paub**	**leej twg**	**uas xav mus tshawj.**
I	*not*	*know*	*anyone*	*that wants to go to church.*
koj	**puas**	***muaj**	**dab tsi**	**uas wb qhia tau**
you (1)	*yes/no?*	*to have; there is/are*	*anything*	*that we can teach*
neb	**tsis**	**paub**		**nws toob kas(n)**
you (2)	*not*	*to know*		*he/she needs*
nej		**ntseeg**		**uas pab tau nws**
you (3+)		*to believe*		*that can help him/her*
koj tsev neeg			**qhov twg**	**wb qhia tau**
your family			*anywhere*	*we can teach*
koj tus phooj ywg				**mus nrhiav neeg Hmoob**
your friend				*to go find Hmong people*
tus mej zeej			**leej twg**	**uas xav kawm txog Vajtswv**
member			*anyone*	*that wants to learn about God*
tus khub				**nyob tsev**
companion				*to be home*
tus npis sov				**uas muaj me nyuam khib dwb**
bishop				*that has mischievous kids*
tus thawj coj			**vim li cas**	**nws xav kawm txog Vajtswv**
leader			*why, the reason why*	*he/she wants to learn about God*
tus zej zog				**lawv tsis mus tshawj**
neighbor				*they don't go to church*

Puas muaj leej twg nyob tsev?
Is there anyone home?
Muaj mas.
There is.
Tsis muaj.
There is not.

Koj puas paub leej twg uas xav kawm txog Vajtswv?
Do you know anyone that wants to learn about God?
Tsis paub leej twg.
Don't know anyone.
Kuv paub ib tug.
I know a person.

Puas or tsis must be used to create the indefinite nouns shown in the display.
**Muaj as the subject means "there is/are". See example sentence.*

Function: Asking about and describing objects, people, and their character-
Context: Asking for referrals

Scenario

You and your companion just finished a wonderful Hmong meal of sticky rice with kua txob, Hmong sausage, eggrolls, and soda to drink. After the closing prayer is said, you start to head out the door when your companion reminds you that you need to ask for referrals because your companionship is constantly finding new people to teach.

1. Practice: Ask the member for a referral. If the member doesn't know anyone, try and seek their help for people you could teach. If the member does know someone, find out more about them so you can be prepared to meet them and help them with their needs.

Additional Scenario(s)

The phone rings. It is one of your progressing investigators, Nuj Txeeg. He only speaks Hmong. You try your best to understand but listening to Hmong on the phone is much different than in person. After a while, you tell Nuj Txeeg "Tos ib pliag" while you get your companion. He takes the phone call, talks for a few minutes and hangs up the phone. He says, "Our 7 pm appointment is cancelled."

1. Practice: Ask your companion if he knows why the appointment with Nuj Txeeg is cancelled. Unfortunately, you don't have back-up plans so ask your companion who you can visit at 7 pm, where you can go, or what you can do.

Adverbs

Cov neeg phem *Evil people*

tsis tshua *didn't really*

xav mloog Yexus. *want to listen to Jesus.*

tus yaj saub tej lus qhia
the prophet's teachings
Vajtswv tej lus txib
God's commandments
Vajtswv lub tswv yim
God's wisdom

zoo
good
phem
evil, bad
tseem ceeb
important

heev
very, much
kawg (nkaus) (li)
very, extremely
me me / me ntsis
a little, to some extent

Vajtswv
God
Yexus
Jesus
tus Vaj Ntsuj Plig Dawb Huv
the Holy Ghost
tus yaj saub
the prophet
cov neeg phem
evil people
lawv
they (3+)

***tsuas**
only, just (minimizes action)
tseem (tsis tau)
still (did not)
tsis tshua
not really; not much
txhob txwm
purposefully
yeej (yuav)**
truly, really (will)
yeej (yuav) tsis
truly, really doesn't (won't)
pheej
frequently, continually (negative)

xaiv ib tug yaj saub tshiab
to choose a new prophet
qhia qhov tseeb
to teach truth
xav pab peb
to want to help us
mloog lus
to listen, obey
tso tus yaj saub tseg
to abandon the prophet
tso qhov tseeb tseg
to abandon truth
lawv tus yaj saub qab
to follow the prophet

***xwb**
only

Vajtswv tej lus txib puas tseem ceeb?
Are God's commandments important?
Tseem ceeb kawg nkaus.
Extremely important.
Tsis tshua tseem ceeb.
Not very important.

Koj tab tom ua dab tsi?
What are you currently doing?
Kuv tsuas noj mov xwb.
I'm just eating.
Kuv tseem tsis tau ua dabtsi.
I still haven't done anything.

Vajtswv puas hlub peb?
Does God love us?
Vajtswv yeej hlub peb mas.
God truly does love us.
Vajtswv yeej ib txwm hlub peb.
God has always loved us.

**Tsuas and xwb will often be paired together. **It is common to place the word ib txwm after yeej to portray the Hmong equivalent of "always".*

Function: Asking about and describing objects, people, and their character-
Context: Teaching about prophets and apostasy

Scenario

While out contacting, a very polite and respectful youth pastor comes out to talk with you. After some pleasant conversation he wants to ask about some questions he has regarding prophets. He doesn't understand why prophets had to come and go as they did and why God didn't just keep a righteous man on the earth to keep up Christ's Church that He established during His earthly ministry.

1. Practice: Teach the potential investigator about the Great Apostasy and the events that led to it. Refer quickly to the Restoration and how we have a prophet on the earth today.

Additional Scenario(s)

Nyiaj Npis is a refugee from Laos and loves being here in America. He has been interested in learning the religion that Americans seem to believe. He has had a difficult time understanding some concepts of God and what His role is. He knows the basics about who God is, where He lives, and the creation story but doesn't quite understand His role today.

1. Practice: Help Nyiaj Npis understand who God is and what He does for us. Consider teaching about the role and purpose God has for prophets. Helping Nyiaj Npis understand prophets may help him understand more about God and how He feels about His children.

Dates

Kuv	tau	ua tub txib tas	lub cuaj hli ntuj	va(n) thib kaum	xyoo ob phav yim.
I		*finished my mission*	*the 9th month*	*10th day*	*year 2008.*

hnub no
today
tag kis
tomorrow
neeg kis
2 days from now
nag hmo
yesterday
hnub hmos
two days ago
hnub i
the other day

kuv
I
koj
you (1)
nws
he/she
wb
we (2)
neb
you (2)
nkawd
they (2)
peb
we (3+)
nej
you (3+)
lawv
they (3+)

tau
(past tense)
yuav
will

yug los
to be born
ua kev cai raus dej
to be baptized
pib ua tub txib
to begin a mission
ua tub txib tas
to finish a mission
tuaj txog Miskas teb
to come to America
ua qhaib
to be engaged
yuav poj niam
to marry a wife
yuav txiv
to marry a husband
kawm ntawv tiav
to finish school, graduate
tas sim neej
to pass away

thaum twg?
when?
hnub twg?
which day?

---

lub # hlis ntuj
__ month

va(n) thib #
day ___

xyoo #
year ____

---

hnub (name)
day
lub as thiv
week
lub hli
month
xyoo
year

tom ntej
the future
uas tuaj no
which is coming
no
this
tas lawm
done already, in the past

Lub Koom Txoos txum tim rov qab los hnub twg?
Which day was the Church restored?
Thaum lub plaub hli ntuj, va(n) thib rau, xyoo ib txhiab yim puas peb caug.
When it was April 6, 1830.

Koj muaj ib qho teem caij thaum twg?
When do you have an appointment?
Thaum hnub van xaum uas tuaj no.
On this coming Saturday.
Hnub no.
Today.

It has become more common to use txhiab for years before 2000 and phav for the year 2000 and after.

Function: Asking and answering questions of time, date, and location
Context: Getting to know investigators

Scenario

Choose an investigator you are teaching that is closest to baptism. PMG states that “when an investigator has set a firm baptismal date, schedule when you will complete all the events that lead to baptism and confirmation listed in your daily planner.” (PMG, 204).

1. Practice: In companionships, be Preach My Gospel missionaries and plan all the events that still need to take place before baptism including any remaining lessons and commitments that need to be kept. Plan which days these events will take place. Record these plans into your planner.

Additional Scenario(s)

During companionship inventory, you realize that you don’t know your new companion that well and would like to get to know him better.

1. Practice: Discuss some of the important dates in your lives including when they took place.

Prepositions of Location

Kuv		**ua tub txib**	**nram**	**lub zos Fresno.**
I		*was a missionary*	*down in*	*the city Fresno*

koj	**puas**	**noj mov**	**qhov twg?**	
you (1)	*yes/no?*	*to eat*	*where?*	
neb	**(tsis)**	**mus ua tub txib**		
you (2)	*not*	*to go be a missionary*	***tim**	**no**
nej		**nyob**	*over there*	*here*
you (3+)		*to exist*	***tom**	**roob**
koj tsev neeg		**mus kawm ntawv**	*just there*	*mountain*
your family		*to go to school*	***pem**	**tshav teb**
koj txiv		**ua hauj lwm**	*uphill*	*farmland*
your father		*to work*	***nram**	**hoob kas(n)**
nej lub tshawj		**kawm lus Hmoob**	*downhill*	*office*
your church		*to learn Hmong*	***ntawm**	**tab laj**
koj lub tsev		**mus ua si**	*at, by, from*	*store*
your house		*to go play*	***hauv**	**lub xeev Utah**
			within	*the state of Utah*
			***saum**	**tsev**
			up, above	*home*
			ze	**txoj kev Cuaj Pua**
			close, close by	*900th Avenue*

Koj mus ua tub txib qhov twg?
Where are you going on your mission?
Kuv mus pem Wisconsin.
I'm going up to Wisconsin.
Kuv mus nram Fresno.
I'm going down to Fresno.

Koj lub tshawj nyob qhov twg?
Where is your church?
Nws nyob pem roob.
It's up in the mountain.
Nws nyob tid.
It's up over there.

**Tone Change Rule: Tone change to –d tone if preposition is ending the phrase with no object following.*

Function: Asking and answering questions of time, date, and location
Context: Planning activities, Getting to know someone

Scenario

You and your companion are getting ready to leave your apartment for the day. You are Preach My Gospel missionaries and remember that it says “prior to leaving your apartment the next day, review your goals, plans, and schedule.” (PMG, 150).

1. Practice: Review the day’s plan with your companion. Go over each planned activity and where each activity will be. One companion will ask where each activity will be while the other answers. After the entire day is discussed, switch roles.

Additional Scenario(s)

You and your companion are walking through a Hmong complex.

1. Practice: Contact the potential investigator. Find out where the potential investigator lives, works, goes to school, etc.

24. Conceptual Practice: Passive vs. Active Voice

It is very common in English to use passive voice. Hmong, however, prefer to speak in active voice At times, it is appropriate to use passive voice in Hmong, especially when the agent causing the action is unknown (i.e. I got sick). The usage of passive voice in Hmong, however, is almost always used in negative contexts.

Practice changing the passive sentences below into active sentences. Sometimes, the agent will not be identified in the sentence and one must be assumed when making an active sentence. Learning to think in active sentences, however, will help you start thinking like the Hmong!

Joseph Smith Story: Passive Voice	**Joseph Smith Story: Active Voice**
Joseph was taught by the precepts of men.	
Some taught that only a few people will be saved.	
Joseph was told that he needed to be baptized.	
A sacred place was chosen by Joseph to pray.	
Joseph was overtaken by an evil spirit.	
Truth was made known to the young Joseph Smith.	
The Church was restored.	
Joseph was called to be a prophet.	
He was persecuted by those who didn't believe.	
Joseph was thrown in jail.	
Many Saints were killed.	
Twelve apostles were chosen.	
Joseph taught that the wicked will be punished.	
Joseph got shot.	
The Salt Lake temple was built.	
The Saints were blessed for their obedience.	

Passive Voice

Kuv *I*		**raug** *was*	**kev txom nyem.** *suffering.*	
neeg phem *evil people* **neeg zoo** *good people* **Yexus** *Jesus* **cov thwj tim** *apostles* **cov neeg Yudais** *Jews* **cov neeg Nifais** *Nephites* **cov neeg Lamas** *Lamanites*	**puas** *yes/no?* **(tsis)** *not*	**raug** *[passive voice marker]*	**kev txom nyem** *suffering, impoverishment* **txim** *punishment, penalty* **dab** *evil spirit, demon* **mob** *to have pain, hurt* **cai** *law, rule* **tua tuag** *to die* **puas tsuaj** *to damage, destroy* **ntes** *to catch, capture, arrest* **ntiab tawm** *to cast out, evict*	**lov?** *right?* **yom?** *right?*

Koj puas raug txim?
Were you punished?
Kuv raug txim mas.
I was punished.
Kuv tsis raug txim es.
I was not punished.

Nej nyob li cas?
How have you all been doing?
Kuv raug mob.
I got sick.
Kuv tus tub raug dab.
My son is possessed by an evil spirit.

Function: Asking about and describing objects, people, and their characteristics
Context: Giving background about the Book of Mormon

Scenario

Some English missionaries met a Hmong man and gave him a Book of Mormon. He seemed super interested and wanted to know more about the stories in the Book of Mormon. The missionaries told him that you would come by to explain more about the Book of Mormon.

1. Practice: Teach about some of the history of the Book of Mormon and the stories in it. Be sure to make the connection about why the Book of Mormon is important for us.

Additional Scenario(s)

Read the chapter heading to Moroni 6 and help your investigator understand it.

To express added emotion and feeling, particle words are used at the beginning or end of a sentence. In addition to these particles are question particles and pausing particles, which are listed below. Practice reading the sentences without changing inflections on the words in the sentence but rather use the particle to convey that emotion. If you can incorporate these particles in your speech, you just might be speaking like the Hmong!

INITIAL	Type / Function	Examples
ab	surprise	Ab! Tam tseeb! Yuam kev lawm! Ab! Koj ua dab tsi?!
ais	"well, then"	Ais, koj yuav hais li cas? Ais, kuv mam li mus.
aub yaub	"Oh!, Oh no!"	Aub yaub! Kuv tus khub khiav mus! Aub yaub! Tsis nco qab lawm!
eb	complaining	Eb! Ua cas lawm? Eb! Vim li cas koj pub lawv mus.
og	disapprobation	Og! Tsis kam. Og! Kuv tsis xav mus.
oj	surprise	Oj! Nej tuaj thiab los? Oj! Koj muab rau kuv lov?

QUESTION	Type / Function	Examples
los / lov	questioning (usually assumes answer)	Neb tuaj lov? Koj ua tub txib lov?
los sav	questioning	Koj kawm lus Hmoob los sav? Nws paub txog Vajtswv los sav?
los poj	questioning	Koj txiv nyob tsev los poj? Koj rov qab los tsev los poj?
puas yog	questioning (usually assumes answer)	Vajtswv nyob saum ntuj puas yog? Peb mus tshawj puas yog?
yom	questioning	Pob Zeb, koj thaij kuv duab yom? Tub, koj liv ib lub tsho rau kuv yom?

PAUSING	Type / Function	Examples
ces	pausing	Nws hais li ntawd ces kuv thiaj chim chim.
es	pausing	Koj pab peb lawm es lwm hnub peb yuav pab koj.
mas	pausing	Hmoob li mas, peb nyiam noj ntsim ntsim.

ENDING	Type / Function	Examples
as / es	emphasize negative response	Tsis paub as. Xyov 'es.
kaj	emphasize assertion (rude)	Koj paub kaj! Nws tsis khes txog peb kaj!
lauj	exclamation; finality or completion	Lub hnub twb yuav poob lauj. Laus' ces yus xav tuag xwb lauj.
mas	affirmative response	Peb tuaj mas! Ua li los mas!
mog	polite	Kuv hlub koj mog! Zaum ntawm ko mog!
na has	irritation	Kuv twb qhia koj na has! Txhob khib dwb na has!
naj / nab	exasperation; show eagerness for answer	Kuv kuj tsis paub thiab nab. Nej nyob qhov twg tuaj nab!
nawb	exclamation point	Mloog kuv nawb! Tsuag tsuag no nawb!
ne / nev	reciprocal "and you?"; imply doubt/irritation in questions	Kuv tsis nqhis as. Koj ne? Ua cas koj nyuam qhuav tuaj nev?
nej	emphasize preceding assertion	Tiam sis lawv tsis pub kuv mus nej! Nws nyob ntawm ko nej!
ntag	something truly or really is	Yog tus ntawd ntag! Ces nws txawm pom Vajtswv ntag.
os	polite	Nyob zoo os! Peb pais os!

Appendix A
Pronouns

Personal / Object Pronouns

	1 person	2 persons	3+ persons
1st person	**kuv** (I, me)	**wb** (we,us)	**peb** (we, us)
2nd person	**koj** (you)	**neb** (you)	**nej** (you)
3rd person	**nws** (he, she, it)	**nkawd** (they, them)	**lawv** (they, them)
	yus (one)		

*Note that all of the personal pronouns are used as possessive pronouns as well (e.g. mine, yours, his, hers, etc).

Reflexive Pronouns

	1 person	2 persons	3+ persons
1st person	**kuv tus kheej** (myself)	**wb tus kheej** (ourselves)	**peb tus kheej** (ourselves)
2nd person	**koj tus kheej** (yourself)	**neb tus kheej** (yourselves)	**nej tus kheej** (yourselves)
3rd person	**nws tus kheej** (himself/herself)	**nkawd tus kheej** (themselves)	**lawv tus kheej** (themselves)

Appendix B
Numbers

	THOUSANDS		HUNDREDS		TENS		ONES	
1	**ib**	**txhiab/ phav^{L}**	**ib**	**puas**	**kaum**		**ib**	1
2	**ob**		**ob**		**nees nkaum**		**ob**	2
3	**peb**		**peb**		**peb**	**caug**	**peb**	3
4	**plaub**		**plaub**		**plaub**		**plaub**	4
5	**tsib**		**tsib**		**tsib**		**tsib**	5
6	**rau**		**rau**		**rau**	**caum**	**rau**	6
7	**xya**		**xya**		**xya**		**xya**	7
8	**yim**		**yim**		**yim**		**yim**	8
9	**cuaj**		**cuaj**		**cuaj**		**cuaj**	9

Example:

ib	**txhiab**	**cuaj**	**puas**	**yim**	**caum**	**xya**
one	thousand	nine	hundred	eighty		seven

xum(n)^{L}- zero
plhom- million
lab(n)^{L}- million

Appendix C

Days of the Week

Hmong do not have their own names for the days of the week. Instead, they use either the Thai names, English names, or use numbers to represent the days. The most common are the English names with the exception of Saturday and Sunday. The Thai names are the most common for these two days.

	English	Thai	Numeric
Monday	ma ntes	va(n) caas	ib
Tuesday	thu xa tes	va(n) a khan	ob
Wednesday	ve(n) xa tes	va(n) phuv	peb
Thursday	tw xa tes	va(n) pha ham	plaub
Friday	fa lai tes	va(n) xuv	tsib
Saturday	xa twb tes	va(n) xaum	rau
Sunday	xav ntes	va(n) thiv	xya

Hmong will use the names above after the word *hnub*, meaning "day" as seen below.

hnub + name

Appendix D

Tone Sandhi

Tone changes are frequent in Hmong speech. Each word has a standard tone but certain circumstances will cause a change in the tone. Hmong text usually considers these tone changes and is printed how it should be said.

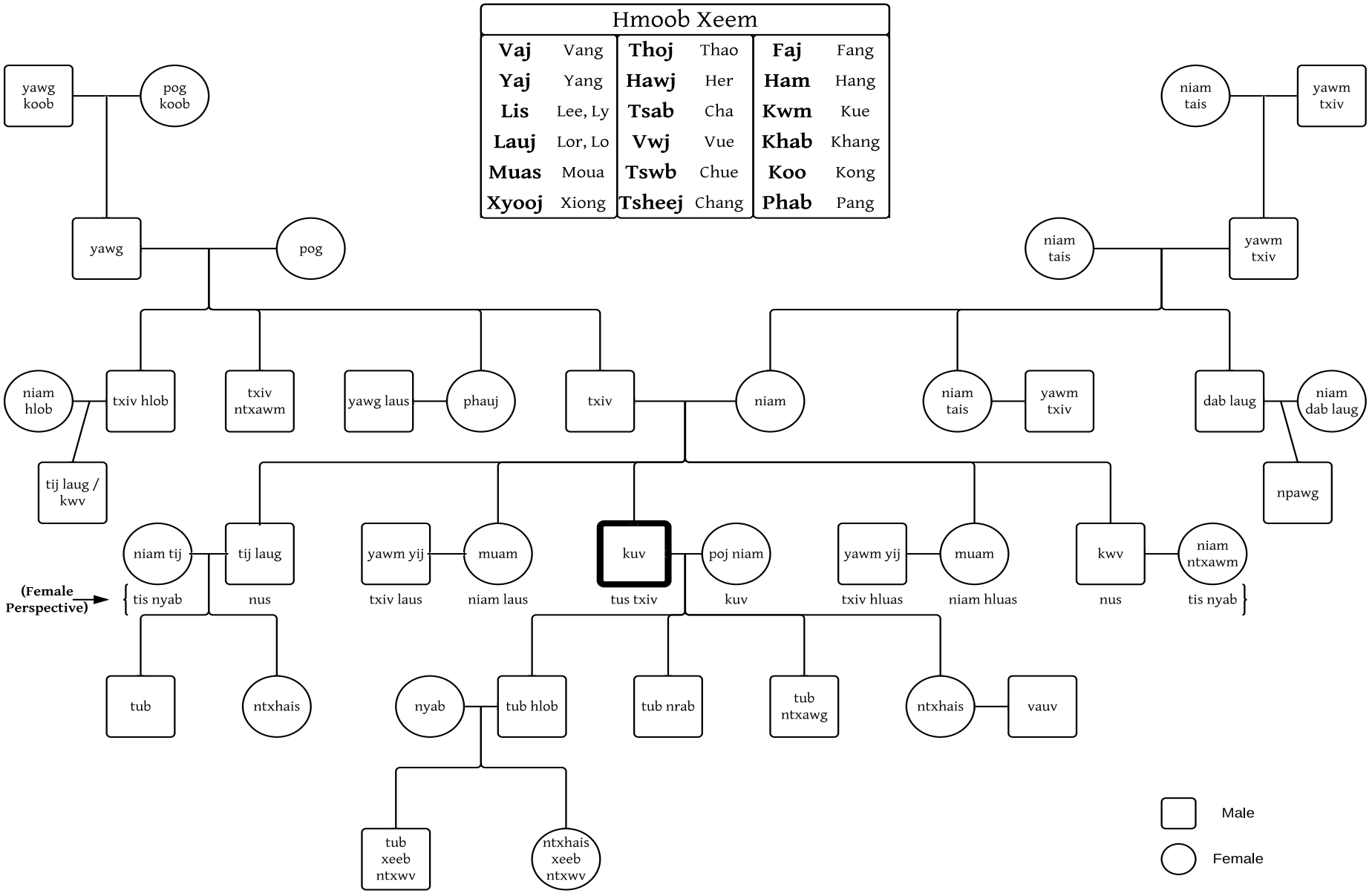
Rule #1:
After –b tones:

–s tones change to –g tones
–j tones change to –g tones
–v tones change to (-) tones

Note: Classifiers do not effect a tone change of a following noun.

Rule #2:
Words with –m tones change to –d tones when ending a phrase (mostly locational words).

Family Relationships



Appendix F

Green Hmong

The Green Hmong dialect (*Moob Leeg/Hmoob Ntsuab*) consists of a few more sounds than the White Hmong dialect (*Hmoob Dawb)*. The following is a pronunciation guide for the new sounds:

aa	Hmong "a" + sang
dl	similar to a "gl" sound as in "glow"
dlh	similar to a "cl" sound as in "cloud"
ndl	n + Hmong "dl" sound (only used in a few onomatopoeias)
ndlh	n + Hmong "dlh" sound (only used in a few onomatopoeias)

Below is a list of consistent and inconsistent differences between the two dialects:

Consistent Differences:

Hmoob Dawb	Moob Leeg	Example
ia	a	siab, sab
a	aa	Vajtswv, Vaajtswv
d	dl	dej, dlej
dh	dlh	dhau, dlhau
hm	m	Hmoob, Moob
hn	n	hnub, nub
hny	ny	kub hnyiab, kub nyab

Inconsistent Differences:

Hmoob Dawb	Moob Leeg	Example
-s tone	-g tone	nws, nwg
o	u	pom, pum

Amongst the rules outlined above, Green Hmong also has many word distinctions that are completely new words. These changes include, but are not limited to the following words:

Hmoob Dawb	Moob Leeg
hais tias	has tas
hauj lwm	dlej num
kom	kuam
lawv	puab
li	le
mus	moog
neb, nej	meb, mej
no	nuav
ntawd	hod
ntiaj teb	nplaj teb
pam (daim)	choj (dlaim)
pog	puj
poj niam	quas puj
sawv daws	suav dlawg
thiab	hab
tshem	cem
txhob	xob
txiv neej	quas yawg
uas	kws
xub ntiag	xub ndlag
yawg	yawm

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS